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The first unit of this eight-volume refresher course in intermediate-advanced level Malay presents a detailed description of the Malay sound system, with phonological examples in both official (Latin) orthography and phonetic transcription. The remaining units in Book I--Part One (Units 2-4) and the five units in the second volume (Book I--Part Two) consist of dialogs for listening, memorization, fluency, and participation; and substitution drills. A test follows each three-lesson unit. The two final volumes (Book IV--Part One and Book IV--Part Two) each contain 12 lessons which provide practice in interrogation for listening, memorization, review, and participation; military terminology drills; and comprehension tests. The final lesson (Lesson 25) is a translation test. (AMM)

AN INTERMEDIATE-ADVANCED LEVEL

MALAY

REFRESHER COURSE

BOOK I

PART ONE

ED024956

with

Pre-recorded Tapes 1-15

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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AN INTERMEDIATE - ADVANCED LEVEL

MALAY REFRESHER COURSE

BOOK I PART I

With

Pre-recorded Tapes 1-15

English Language Services, Inc.
919 Eighteenth Street, N.W.
Washington 6, D.C.

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All pre-recorded tapes of this course have been prepared for use on dual-track, language-instruction tape recorders, so that the student can record his voice on tape where required.

However, these instructional materials may also be used with single-track tape recorders or on unmodified dual-track tape recorders almost as effectively, in that the student can always repeat, if not actually record, where required.

PREFACE

Book I of "An Intermediate-Advanced Level Malay Refresher Course" consists of 30 lessons in the text material and 30 pre-recorded tapes of approximately 20 minutes in length to accompany the text. The instructional materials in the text appear as follows:

The Malay Sound System
Phonology Drills
Readings
Pronunciation Drills
Dialogues
Question and Answer Tests
Grammar Notes
Drills

Of the above materials, all appear on tape except the following:

The Malay Sound System
Grammar Notes

The Phonology Drills are on Tapes 1 through 6; the Readings and Pronunciation Drills on Tapes 7, 10, 13, 16, 19, 22, 25, and 28; the Dialogues and Question and Answer Tests on Tapes 8, 11, 14, 17, 20, 23, 26, and 29; and the Grammar Drills on Tapes 9, 12, 15, 18, 21, 24, 27, and 30.

Organization of the Lessons and Tapes

Unit 1 of the text, Lessons 1 through 6, contains the Malay Sound System, a detailed account of Malay, and is accompanied by Tapes 1 through 6, which illustrate some difficult

points of structure in the lessons. These Phonology Drills are a most important part of the course and should be heard over and over again, until such time as the student is fully able to understand and repeat them without using the text.

The remaining 24 lessons, 7 through 30, are divided into 8 units, each containing 3 lessons. These materials, with the exception of the Grammar Notes, are also to be found on the tapes with corresponding numbers.

Thus, the instructional materials of Unit 2, Lessons 7 through 9 and Tapes 7 through 9, are similar in plan to those of the remaining units. Taking Unit 2 as an example, the materials are arranged in the following manner:

Tape 7: Reading
Pronunciation Drills
Tape 8: Dialogue
Question and Answers Test
Tape 9: Grammar Notes
Drills

Detailed instructions appear at the beginning of the lessons of Unit 2.

English equivalents are provided in the text for all Readings, Dialogues, and Drills. These are not necessarily literal translations, but are contextual equivalents.

The Grammar Notes do not attempt to present all of Malay grammar. Rather, they have been selected with an eye to the recurrent problems of intermediate-advanced level students. The Drills provide the opportunity to practice the somewhat

complex forms that cause difficulty for learners of Malay at all levels.

The teaching techniques used on tape are the result of the application of modern linguistic theory to language learning. The dialogues and drills have been designed to give the student maximum utilization of the materials provided. The student participates in using these materials in various ways, until he gains active control over the forms presented.

Organization of the Course as a Whole

Book I with its accompanying tapes is the first Book of a Malay course consisting of four Books and 140 pre-recorded tapes. These instructional materials have been prepared for those language students who have either successfully completed an introductory college-level Malay course of one year or more or have had an "intensive" course of several months.

Mastery of these "Refresher" materials contained on the 30 tapes of Book I prepares the student for the intermediate-advanced spontaneous materials on the tapes of Books II and III. Each of these Books is accompanied by 30 pre-recorded tapes.

Book IV with its 50 pre-recorded tapes contains a specialized military corpus and completes the series. Tests on tape are to be found throughout the course.

More detailed descriptions of Books II, III, and IV will be found in the Prefaces of those three volumes.

Acknowledgments

"An Intermediate-Advanced Level Malay Refresher Course" was prepared in Singapore and the Federation of Malaya. The Project Head was Oliver Rice. Dr. Slamet Muljana, Director of

the Singapore National Language and Cultural Institute, acted as course consultant. The essay on the Malay sound system and the accompanying phonology drills were prepared by Yunus Maris, Head of the Department of Linguistics of the Language Institute of Kuala Lumpur. Much of the narrative and dialogue material of Book I was written by Buyong Adil, Malay Schools Program Organizer for Radio Singapore and Chairman of the Terminology Section of the Language and Literary Agency, Federation of Malaya. The native speakers whose voices appear on the tapes are Buyong Adil and Abdul Mutalib. Assistants in editing and composition were Sarah Ali and Azizah Amin.

All pre-recorded tapes were prepared in the studios of Radio Singapore, through an arrangement with the Ministry of Culture.

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Unit 1

THE MALAY SOUND SYSTEM

Lessons 1-6

Lesson 1

1.1 Pure vowels

There are six pure vowels[1] occurring in what may be termed the standard pronunciation[2] of Malay. In describing them, the following terms will be used: front, back and central, depending on which part of the tongue is raised during production; high, higher-mid and low, depending on the height of the relevant parts of the tongue raised; and rounded and unrounded, depending on the position of the lips, i. e., on the presence or absence of lip-rounding during production.

The Malay front and central vowels are always unrounded, while the back vowels are always rounded.

A vowel is defined as a voiced sound[3] during the production of which no audible obstruction occurs in the oral or nasal cavities. It may be described as oral or nasalised depending on whether, during its production, the soft palate is raised to block the nasal cavity, or lowered to facilitate the passage of air through the nasal as well as the oral cavities. All the vowels discussed in the next pages are oral vowels. Nasalised vowels will be discussed separately in 1.8.

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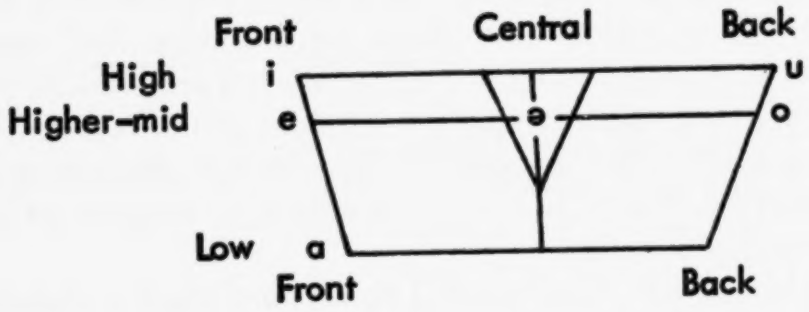
1. There are two others which are used by some speakers as variants only.
2. The pronunciation referred to as standard in this essay is that which is commonly used between speakers coming from different parts of the Federation of Malaya and Singapore. It is also the pronunciation used in formal speeches, at public functions, at conferences and at gatherings where speakers from different parts of the country meet; and at schools, colleges, and other institutions where teachers use Malay as the medium of instruction.
3. For a definition of voiced and voiceless sounds, see the footnote to 2.3.

1.1.2 The vowel chart

The following is a chart laying out the six vowels, using the traditional diagram showing the approximate tongue positions during the production of the vowels.



1.2 Front vowels

There are three front vowels: high, higher-mid and low. All are pronounced without lip rounding.

Tongue position (front)	Lip position	Symbol in phonetic transcription	Symbol in official[1] orthography
High	unrounded	/i/	i
Higher-mid	unrounded	/e/	e
Low	unrounded	/a/	a

1.2.1 High front vowel

In producing the high front vowel /i/, the front part of the tongue is raised close to the hard palate, while the tip of the tongue is held close to the lower front teeth; the lips are un-

1. All examples in this essay will be spelt in the official orthography as laid out in Zainal Abidin bin Ahmad's "Daftar Ejaan Melayu," published by the Department of Education, Federation of Malaya; single words will be given both in the official orthography and phonetic transcription.

rounded, and the opening between the jaws is narrow.[1]

ikan	biru	duri
/ikan/	/biru/	/duri/
fish	blue	thorn

1.2.2 Higher-mid front vowel

This vowel /e/ is produced by placing the front of the tongue to a position slightly away from or lower than the position for /i/; the tip of the tongue is as for /i/, the lips are unrounded, and the opening between the jaws is medium.

elok	besok	boleh
/elo?/	/beso?/	/boleh/
good	tomorrow	possible, able

1.2.3 Low front vowel

This vowel sound /a/ is produced by placing the blade of the tongue, the front part, low down in the mouth so that the highest part of the tongue raised will be the rear part of the front. The tongue tip is as for /i/ and /e/, and the lip position is unrounded. The opening between the jaws is slightly wider than medium.

apa	bapa	tidak
/apə/	/bapə/	/tida?/
what	father	no, not

---

1. The terms narrow, medium, and wide will be used to describe the distance in the opening of the jaws during production of vowels.

Practice 1

/i/

ikan /ikan/ fish	biru /biru/ blue	duri /duri/ thorn

/e/

elok /elo?/ good	belok /belo?/ to turn	boleh /boleh/ possible, able

/a/

api /api/ fire, light	baru /baru/ new	tidak /tida?/ no, not

1.3 Back vowels

There are two back vowels: high and higher-mid. Both are pronounced with lip-rounding.

Tongue position (Back)	Lip position	Symbol in phonetic transcription	Symbol in official orthography
High	rounded	/u/	u
Higher-mid	rounded	/o/	o

1.3.1 High back vowel

The high back vowel sound /u/ is produced by placing the front part of the back of the tongue close to but not touching the soft palate, and the tongue tip is retracted slightly from the lower front teeth. The lips are not too closely rounded and the

opening of the jaws is between medium and narrow.

upah	buloh	baru
/upah/	/buloh/	/baru/
wage, reward for services	bamboo	new

1.3.2 Higher-mid back vowel

This vowel sound /o/ is produced by placing the back of the tongue to a position slightly away from or lower than the position for /u/ and keeping the tongue-tip as for /u/. The lips are not as closely rounded as for /u/, and the opening between the jaws is slightly wider than medium.

oleh	boleh	parut
/oleh/	/boleh/	/parot/
by	possible, able	scar, grater, to grate

Practice 2

/u/

upah	buloh	bahu
/upah/	/buloh/	/bahu/
wage	bamboo	shoulder

/o/

orang	boleh	palut
/oraŋ/	/boleh/	/palot/
human being	possible, able	to wrap

1.4 Central vowel

Tongue position (Center)	Lip position	Symbol in phonetic transcription	Symbol in official orthography
Varying from lower-mid to high	unrounded	/ə/	e for initial and medial a for final

The central vowel /ə/ is produced by placing the central part of the tongue in a position slightly away from the roof of the mouth (i. e., roughly about the position for higher-mid vowels) and keeping the tongue-tip and back well low in the mouth. The lips are unrounded and the opening between the jaws is medium.

For some speakers, the height to which the central part of the tongue is raised varies from as low as the position for a lower-mid vowel,[1] or lower, to as high as the higher-mid or higher. The average speaker uses a variety midway between these positions.

enam	beras	bapa
/ənãm/	/bəras/	/bapə/
six	rice	father

It does not occur in pre-consonantal penultimate position.

---

1. Front and back mid vowels, symbolised in phonetic transcription by /ɛ/ and /ɔ/ respectively, occur, but only as variants of /i, e/ and /o, u/ respectively.

Practice 3

enam /ənam/ six	betul /bətol/ correct	bapa /bapə/ father

1.5 Syllables[1] and word structure

There are very few Malay words, probably about a dozen, which are monosyllabic. Among these are:

ru /ru/ the casuarina tree	yu /ju/ a type of shark

pin /pin/ pin	pen /pen/ pen	sen /sen/ cent
dan /dan/ and	lap /lap/ to blot	bah /bah/ flood

---

1. A syllable is a combination of sounds with a single peak of prominence. What separates one syllable from another is the fall of prominence. In Malay, as in other languages, vowels are more prominent than consonants. Hence, all other non-vocalic sounds (including semi-vowels, whose lack of prominence, compared with consonants, justifies grouping them with consonants) which follow or precede them show up immediately as weak or lacking in prominence, which is taken as a boundary marker between syllables.

/tu/, /ñĩ/, /mã?/, and /ku/, with a few others, are also monosyllabic, but these are variants of longer words, i. e., of /itu/ "that, the, those," /iñĩ/ "this, these," /əmã?/ "mother," and /aku/ "I" respectively.

The large majority of Malay words are of two syllables or more. Most pase words, i. e., words from which larger words are derived, consist of two syllables, of the structures:

ãib /aib/ shame	apa /apə/ what	adek /ade?/ younger brother or sister
alpa /alpə/ to forget	ambil /ambel/ to take, to fetch	jala /jalə/ net
kapal /kapal/ ship	lampu /lampu/ lamp	

Other base words, and these are not very many in number, may consist of three, four, or five syllables. Generally, these words are easily traceable as loan words from Sanskrit and Arabic.

gelanggang /gəlaŋgaŋ/ arena, cockpit	laksamana /laksamãnə̃/ admiral	sentiasa /səntiasə/ always

Practice 4

ru /ru/ the casuarina tree	ya /jə/ yes	ini /ini/ this, these
pin /pin/ pin	bin /ben/ son of	wang /waŋ/ money
pun /pon/ also	aib /ãib/ shame	iri /iri/ jealous
ibu /ibu/ mother	api /api/ fire, light	aku /aku/ I, me, my
apa /apə/ what	uli /uli/ to squeeze down	ura /urə/ discussions

---

Practice 5

iris /ires/ slice	iras /iras/ /iris/ similar	ikut /ikot/ to follow
elak /ela?/ to pull, haul	elok /elo?/ good	apit /apet/ wedging between two surfaces

arang /araŋ/ charcoal	apong /apoŋ/ to drift, float	usir /user/ to pursue
upah /upah/ wage, reward	ukor /ukor/ to measure	oleh /oleh/ by
olah /olah/ manner, method	olok /olo?/ joking	emak /ǝma?/ mother

Practice 6

ibni /ibnĩ/ son of	ilmu /ĕlmũ/ knowledge	alpa /alpǝ/ to forget
ampu /ampu/ to hold up	undi /undi/ vote	ungku /uŋku/ a hereditary title
unta /untǝ/ a camel	iblis /ibles/ /iblis/ the devil	indang /indaŋ/ to winnow
imboh /imboh/ to make up the balance	ambil /ambel/ to take, fetch	angkat /aŋkat/ to carry, lift
antok /anto?/ to collide	ungkil /uŋkel/ to lever up	unggas /uŋgas/ bird

Lesson 2

1.6 Vowel harmony

By vowel harmony is meant the way in which the manner and point of articulation of one vowel are conditioned by the other vowel in the same structure.

For example:

(i) If the first vowel is /i/, the second vowel will be /i/, /e/, or /u/ for the open syllables and /e/, /a/, or /o/ for the closed syllables.

ini	itek	itu
/inĩ/	/ite?/	/itu/
this	duck	that
hilir	hilang	hidong
/hiler/	/hilaŋ/	/hidoŋ/
down river	to lose	nose

(ii) If the first vowel is /e/, the second vowel may be /i/, /e/, or /u/ for the open syllables and /e/, /a/, or /o/ for the closed syllables.

renda	sewa	ilmu
/rende/	/sewe/	/elmu/
lace	to rent	knowledge
pendek	sepak	belok
/pende?/	/sepa?/	/belo?/
short	kick	to turn

(iii) If the first vowel is /a/, the second vowel may be /i/, /e/, or /u/ for the open syllables and /e/, /a/, or /o/ for the closed syllables.

api	apa	aku
/api/	/apə/	/aku/
fire, light	what	I
aleh	antan	antok
/aleh/	/antan/	/anto ʔ/
to shift	a pestle	to collide

(iv) If the first vowel is /u/, the second vowel may be /i/, /ə/, or /u/ for the open syllables and /e/, /a/, or /o/ for the closed syllables.

ubi	ura	kutu
/ubi/	/urə/	/kutu/
a tuberous root	discuss, suggest	flea
ukir	ulat	ukur
/uker/	/ulat/	/ukor/
to carve	insect	measure

(v) If the first vowel is /o/, the second vowel may be /i/, /ə/, or /u/ for the open syllables and /e/, /a/, or /o/ for the closed syllables.

roti	dosa	domba
/roti/	/dosə/	/dombə/
bread	sin	sheep
oleh	ombak	boros
/oleh/	/omba ʔ/	/boros/
by	a wave	extravagant

(vi) If the first vowel is /ə/, the second vowel may be /i/, /ə/, or /u/ for the open syllables and /e/, /a/, or /o/ for the closed syllables.

beli /bəli/ to buy	bela /bələ/ to bring up, tend	tebu /təbu/ sugar cane
berseh /bərseh/ clean	besar /bəsar/ big	betul /bətol/ correct

There are a number of reasons why exceptions occur. Among these are the peculiar qualities of the sounds themselves, the peculiarities of certain words, the origin of words, and, above all, the peculiarities of individual speakers and of speakers as a whole within the limits of what is termed the standard pronunciation. In addition to these are dialectal peculiarities and variants which the speakers introduce into the standard pronunciation.

1.7 Vowel length

Taken as a whole all vowels, with one exception, are pronounced with more or less comparable length. Only as one of the modes of emphasis will some or all vowels in a word be given extra length. Vowel length, apart from its use for emphasis as stated above, has no semantic bearing in Malay; it does not differentiate one word from another.

The one exception mentioned above is the central vowel, which is comparably much shorter than the others; indeed, some speakers do not pronounce it at all in initial or medial positions. For example:

empat /əmpat/ four	beras /bəras/ husked but uncooked rice	kera /kərə/ a type of monkey

These words are often pronounced /mpat/, /bras/, and /krə/ by some speakers, rendering the words completely monosyllabic.

In cases of emphasis the vowel /ə/ is given extra length, comparable to the normal length of the other vowels, or even longer.

Practice 1

pipi /pipi/ cheek	bisu /bisu/ dumb	bila /bilə/ when
beta /betə/ the royal "we"	baki /baki/ balance, remainder	baru /baru/ new
buku /buku/ book	buka /bukə/ to open	beri /bəri/ to give
tebu /təbu/ sugar cane	kera /kərə/ monkey	hilir /hiler/ down river
hilang /hilaŋ/ to lose	sepak /sepa?/ to kick	belok /belo?/ to turn
balek /bale?/ to return	kapal /kapal/ ship	basoh /basoh/ to wash

---

Practice 2

puteh /puteh/ white	budak /buda?/ child	burong /buroŋ/ bird
boleh /boleh/ possible, able	sorak /sora?/ cheering	boros /boros/ extravagant
besar /bəsar/ big	betol /bətol/ correct	siul /siol/ to whistle
siap /siap/ ready	saeng /saeŋ/ moving side by side	daun /daon/ leaf
bueh /bueh/ suds, foam	buah /buah/ fruit	tinggi /tiŋgi/ high, tall
timba /timbə/ pail	pintu /pintu/ door	renda /rendə/ lace
ganti /ganti/ to change	tangga /taŋgə/ steps, stairs	bantu /bantu/ help

Practice 3

sumbi /sumbi/ patching	lumba /lumbə/ to race	tunggu /tuŋgu/ to wait

domba /dombə/ sheep	dengki /dəŋki/ envious, spiteful	genta /gəntə/ a bell
sindir /sinder/ teasing, sarcasm	timbang /timbaŋ/ to weigh	timbul /timbol/ to emerge
pendek /pende?/ short	lempar /lempar/ to throw	lengkok /leŋko?/ to bend, to wind
sambil /sambel/ while	tampal /tampal/ to patch	gantong /gantoŋ/ to hang
sumpit /sumpet/ blowpipe, bag made of pandan leaves	sumpah /sumpah/ to swear, curse	sunggoh /suŋgoh/ certain, sure

Practice 4

tongkeng /toŋkeŋ/ the rump	tombak /tomba?/ spear	sombong /somboŋ/ proud
berseh /bərseh/ clean	tendang /təndaŋ/ to kick	kendor /kəndor/ loose

Lesson 3

1.8 Nasalisation of Malay vowels

Malay vowels are either oral, i. e., produced with the soft palate raised to block the nasal cavity, or nasalised, i. e., produced with the soft palate lowered, thus facilitating the passage of air through the nose and the mouth during its production.

Vowels occurring in the following positions are nasalised (symbolised in phonetic transcription by /~/ placed above the vowel):

(1) all vowels immediately following a nasal consonant

minum	sama	tamak
/mĩnũm/	/samə̃/	/tamã?/
to drink	similar, together	greedy

(2) both vowels immediately following a nasal consonant in some words

mual	maut	niat
/mũãl/	/mãõt/	/nĩãt/
disgust	death	a wish, to wish
dunia	semua	
/dunĩə̃/	/semũə̃/	
world	all	

(3) both vowels in some words, although separated by semi-vowels or certain consonants

mewah /mẽwãh/ prosperous	moyang /mõjãŋ/ great grand-parent	mayang /mãjãŋ/ blossom of a palm
mahal /mãhãl/ costly	mahu /mãhũ/ to want, to wish	nahu /nãhũ/ grammar

Practice 1

makan /mãkan/ to eat	sama /samə̃/ similar, together	tamak /tamã?/ greedy
minum /mĩnõm/ to drink	mewah /mẽwãh/ prosperous	moyang /mõjãŋ/ great grand-parent
mahal /mãhãl/ expensive	mahu /mãhũ/ to want, to wish	nahu /nãhũ/ grammar
mual /mũãl/ disgust	maut /mãõt/ death	niat /nĩãt/ a wish, to wish
dunia /dunĩə̃/ world	semua /səmũə̃/ all	sa'at /sa?ãt/ hour, time, second of time

Practice 2

wara' /warã?/ pious, religious	'ilmu /ẽlmũ/ knowledge	ma'alum /mã?ãlom/ to know, known

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1.9 Diphthongs

A vowel sound which starts out as one type of vowel and then glides toward another without exhibiting a fall or rise of prominence in the process is a diphthong. Thus the /au/ of the word /pulau/ "island" is a diphthong in the pronunciation of which no fall of prominence occurs between the start and the end of the sound.

There are very few diphthongs in Malay. The majority of vowel occurrences which start as one type and glide into another, when examined closely, are found to be either two vowels occurring consecutively, i. e., with a fall of prominence between them, or a vowel followed by an independent weak glide with friction, i. e., a semi-vowel.

Practice 3

kalui /kaloi/ a type of fish	sepui /səpoi/ soft, gently blowing	sekoi /səkoi/ millet

pulau /pulau/ island	payau /pajau/ insipid, brackish (of water)	kerbau /kərbau/ buffalo
pisau /pisau/ knife	taulan /taulan/ friend	tauhid /tauhed/ the doctrine of unity of God
taubat /taubat/ repentence	saudagar /saudagar/ a merchant	saudara /saudara/ brother, sister, relative
pakai /pakai/ to wear	sampai /sampai/ to reach, arrive	kedai /kədai/ shop
semai /səmai/ to plant in a nursery	hairan /hairan/ astonished, to wonder	haiwan /haiwan/ animals

Practice 4

tua /tuə/ old	dua /duə/ two	tuala /tuala/ napkin, towel
buah /buah/ fruit	ia /iə/ yes	dia /diə/ personal pronoun in the third person

biasa /bias / usual, common	siang /siaŋ/ day light, to slice	bius /bios/ an anaesthetic; to apply the drug
tiup /tiop/ to blow	kain /kaen/ cloth	lain /laen/ other, another
baik /bae?/ good	laut /laot/ sea	maung /maoŋ/ unpleasant in taste
kaut /kaut/ scraping to- wards one- self	kuis /kues/ to push aside	bueh /bueh/ foam, suds

Lesson 4

2.1 Primary and secondary consonants

In describing Malay consonant sounds, it is convenient to group them into primary and secondary.

By primary is meant those consonant sounds which, as far as need be ascertained for the purpose of this essay, are not recently introduced into the language sound system. They are used constantly without undue alternation in the language, and when pronounced by a native Malay speaker, they exhibit constancy in their manner of production as well as in their point of articulation.

The secondary consonant sounds, on the other hand, may be reckoned with certainty as having recently entered the Malay sound system. They occur comparatively infrequently in only a small number of loan words, and vary from speaker to speaker, both in their manner of production and in their point of articulation.

2.2 The primary consonants

These are, including two semi-vowels, nineteen in number, as shown in the chart below.[1]

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1. The terms in brackets are alternative terms used in some publications.

All the phonetic symbols in the chart, with five exceptions, are also used in the official orthography to represent the same sounds. Four of the other five symbols, /dʒ/, /tʃ/, /ɲ/, and /ŋ/, are replaced by j, ch, ny, and ng, respectively. For the symbol /ʔ/, see footnote to 2.3.4.

Manner of Production	Points of Articulation					
	Bilabial	Alveolar	Palato-Alveolar	Palatal	Velar	Glottal
Plosives (stops)	p, b	t, d			k, g	ʔ
Fricatives (spirants)		s				h
Affricates			ʤ, ʧ			
Lateral		l				
Rolled (trill)		r				
Nasals	m	n	ɲ		ŋ	
Semi-vowels	w			j		

2.3 Plosive consonants

There are seven plosive consonant sounds in Malay. Three of these are voiced,[1] three are voiceless, and the remaining one, the glottal plosive,[2] is neither voiced nor voiceless.

They are produced by completely closing the air passage

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1. By voiced sound is meant the sound produced when the vocal cords, held near together, vibrate as air is forced between them. By voiceless sound (or breathed sound, as it is also termed) is meant the sound produced when the vocal cords are held wide apart (i. e., when the glottis is open) and air passes through without causing the vocal cords to vibrate.
2. If the vocal cords are held tightly together (i. e., the glottis is kept completely closed) so that no air can escape at all, but merely compressed at that point, and then suddenly released, the explosive sound heard during the sudden release is the glottal plosive (or glottal stop, as it is commonly known). It is neither voiced nor voiceless.

through the nasal and oral cavities (i. e., by raising the soft palate to block the nasal cavity,[1] and by establishing complete contact between the relevant articulatory organs at certain points in the mouth), at the same time compressing the air from the lungs, and suddenly releasing the contact in the oral cavity, so that the air escapes, making an explosive sound. This sound is called a plosive consonant sound.

2.3.1 The voiceless and voiced bilabial plosives

In producing these sounds, complete contact is established between the lips.

2.3.1.1 /p/

This sound, always unaspirated,[2] occurs in the following positions:

(1) in pre-vocalic[3] initial position

pisang	pulau
/pisaŋ/	/pulau/
banana	island

1. The soft palate is always raised to block the air passage through the nose during the production of all oral consonants, i. e., the non-nasal consonants. This point will only be occasionally mentioned again, as it will be understood in all subsequent descriptions of the oral consonants.
2. This is true for all the voiceless plosives.
3. The terms "pre-vocalic," "inter-vocalic," and "post-vocalic" refer to the position of the consonants in relation to the adjoining vowel or vowels. "Initial" and "final" refer to whether the consonant is in word-initial or word-final position.

(2) in inter-vocalic position

apa	api
/apə/	/api/
what	fire, light

(3) in post-vocalic final position, unreleased[1]

asap	kelip
/asap/	/kəlep/
smoke	a twinkle

It will be released, however, if followed by the suffix /-an/ or /-i/.

jawapan	hadapi
/dʒawapan/	/hadapi/
an answer	to confront

(4) following /m/, /n/, /l/, and /r/

jumpa	sempit	tanpa[2]
/dʒumpə/	/səmpet/	/tanpa/
to meet	narrow	without
alpa[3]	merpati	berperang
/alpə/	/mərpati/	/bərpəraŋ/
to forget	a domestic pigeon	to be at war

1. This is true for all the voiceless plosives in final position. By "unreleased" is meant the contact between the lips (and for the other plosives between the relevant articulatory organs) is not released: the plosive is not exploded, not completed.
2. The only example. Note the vowel /a/ in final position here.
3. The only example.

2.3.1.2 /b/
This sound occurs in the following positions:

(1) in pre-vocalic initial position

bisu	buta
/bisu/	/butə/
dumb	blind

(2) in inter-vocalic position

ibu	lubang
/ibu/	/lubaŋ/
mother	hole

(3) in post-vocalic final position, unreleased,[1] occurring only in a few loan words

kelab	jawab
/kəlab/	/dʒawab/
club	to answer

When followed by the suffix /-an/, it is nearly always replaced by /p/.

jawapan
/dʒawapan/
an answer

(4) following /m/ and /r/ in pre-vocalic position

ambil	rambut	perbarisan
/ambel/	/rambot/	/pərbarisan/
to take	hair	a parade

1. Some speakers use /p/ instead, e. g., /dʒawap/.

(5) preceding /d/ and /dʒ/ in post-vocalic position

'abdi /ãbdi/ slave	'Abdullah /ãbdullah/ a proper name	abjad /abdʒad/ the alphabet according to the numerical value of the letters

2.3.2 The voiceless and voiced alveolar plosives /t/ and /d/

In producing these sounds, the tip of the tongue is raised to touch the teeth-ridge.

2.3.2.1 /t/

This sound, always unaspirated, occurs in the following positions:

(1) in pre-vocalic initial position

tupai /tupai/ squirrel	tawan /tawan/ to capture

(2) in inter-vocalic position

buta /buta/ blind	atap /atap/ roof

(3) in post-vocalic final position, unreleased

laut /laot/ sea	lambat /lambat/ late, slow

It will be released, however, when followed by the suffix /-an/ or /-i/.

jembatan	dekati
/dʒəmbatan/	/dəkati/
a bridge	to approach

(4) following /n/ and /r/ in pre-vocalic position

hantu	bantal	serta
/hantu/	/bantal/	/sərtə/
ghost	pillow	together with

(5) preceding /b/ and /k/ in post-vocalic position, sometimes released, sometimes not

khutbah	tatkala
/xutbah/	/tatkalə/
a sermon	while

2.3.2.2 /d/

This sound occurs in the following positions:

(1) in pre-vocalic initial position

duga	datang
/dugə/	/datəŋ/
to test	to come

(2) in inter-vocalic position

sudu	sedar
/sudu/	/sədar/
spoon	conscious

(3) in post-vocalic final position, unreleased, occurring only in a few loan words

sujud[1]	wujud
/sudʒod/	/wudʒod/
prostrating in prayer	to exist, existence

(4) following /n/, /b/, and /r/ in pre-vocalic position

pandu	bandar	'abdi
/pandu/	/bandar/	/ăbdi/
to guide	town	slave
'Abdullah	merdu	perdagangan
/ăbdullah/	/mərdu/	/pərdagaŋan/
a proper name	sweet (of the voice, or music)	trade

2.3.3 The voiceless and voiced velar plosives /k/ and /g/

In producing these sounds the back of the tongue is raised to touch the fore part of the soft palate.

2.3.3.1 /k/

This sound is always unaspirated and occurs in the following positions:

(1) in pre-vocalic initial position

kuda	kita
/kudə/	/kitə/
horse	we, our

(2) in inter-vocalic position

1. Some speakers use /t/ instead, e. g., /sudʒot/.

ikan	paku
/ikan/	/paku/
fish	nail

(3) in post-vocalic final position, unreleased,[1] occurring only in a few loan words

chek	politik
/tʃek/	/politik/
check	politics

(4) following /n/, /t/, and /r/ in pre-vocalic position

bangku	bangkit	tatkala
/baŋku/	/baŋket/	/tatkalə/
a bench	to rise	while

terkam	serkap
/tərkap/	/sərkap/
leaping, springing	a type of fish trap

(5) preceding /b/ and /d/ in post-vocalic position

takbur	takdir
/takbor/	/takder/
boasting	decree of providence

2.3.3 /g/

This sounds occurs in the following positions:

(1) in pre-vocalic initial position

1. In other instances, the letter k is used in final position in the official orthography to symbolize the glottal plosive.

goa	guru
/goə/	/guru/
cave	teacher

(2) in inter-vocalic position

agas	pegang
/agas/	/pəgaŋ/
sandfly	to hold

(3) in post-vocalic final position, unreleased,[1] occurring only in one loan word

beg
/beg/
bag

(4) following /n/ and /r/ in pre-vocalic position

tangga	sergah	perguruan
/taŋgə/	/sərgah/	/pərguruan/
steps, stairs	to startle	pertaining to teachers and teaching

2.3.4 The glottal plosive /ʔ/

As has been explained in footnote 2, page 26, this sound is produced by bringing the vocal cords tightly together, thus completely closing the glottis and compressing the air by pressure from the lungs; the contact between the vocal cords is suddenly released. It is neither voiced nor voiceless.[2]

1. Some speakers use /k/, unreleased, instead, e. g., /bek/.
2. This sound is symbolised in phonetic transcription by /ʔ/. In the official orthography, two symbols have been devised for it. One is an inverted comma placed above the ordinary letters in inter-vocalic and similar positions, e. g., Ja'al /dʒaʔal/, a proper name. This sign is used to differentiate the glottal plosive

It occurs in the following positions:[1]

(1) in inter-vocalic position

so'al	Ja'al
/so ʔal/	/dza ʔal/
to ask	a proper name

---

from the voiced pharyngal consonant /ʕ/ in Arabic loan words and symbolized by an inverted comma in the official orthography, e. g., sa'at /sa ʔat/ "time, hour."

The other symbol is the letter k in post-vocalic final position, e. g., budak /buda ʔ/ "child." This can be confusing at a glance, as the letter k is also used in the official orthography for the voiceless velar plosive consonant. However, as the voiceless velar plosive consonant does not occur in final position, except in a few loan words, it appears that k is an acceptable choice to represent the glottal stop in final position. Where confusion arises is when the suffix -an follows it, e. g., /masa ʔan/ (spelt normally masakan). Many speakers pronounce it /masa ʔan/, but as many again, beginning with those who read, pronounce it /masa ʔkan/, which tangles with masakkan, spelt with a double k, pronounced /masa ʔkan/ "cooking." A further difficulty is a basic one, and this is in the use of two separate symbols, ' and k for the same sound, /ʔ/, coupled with the use of one symbol, k for two different sounds, /ʔ/ and /k/.

1. The glottal plosive frequently occurs in initial position in the speech of many speakers. Absence of it in this position in the pronunciation, however, makes no semantic difference to the word. The official orthography makes no reference to it in this position: no symbol has been devised for it. For example:

apa "what" may be pronounced /apə/ or /ʔapə/
itek "duck" may be pronounced /ite ʔ/ or /ʔite ʔ/

(2) in intervocalic position, as a substitute for the voiced pharyngal fricative consonant /ʕ/ in Arabic loan words, the following vowel being nasalised

sa'at	Juma'at
/saʔãt/	/dʒumaʔãt/
hour, time	Friday

(3) in post-vocalic final position, unreleased

budak	balek
/budaʔ/	/baleʔ/
child	to return

It will be released if followed by the suffix /-an/ or /-i/.

galakan	dikehendaki
/galaʔan/	/dikəhəndaʔi/
encouragement	is required[1]

1. See footnote 2, page 34, for variant pronunciations of /ʔ/ in base word final position followed by the suffix /-an/. The following additional information will be found useful.

In some pronunciations, the /ʔ/ in base word final position followed by /-an/ or /-i/ is not released; at the same time, an additional sound, /k/, is inserted between the /ʔ/ and the suffixes /-an/ or /-i/. For instance: /galaʔkan/ and /dikəhəndaʔki/.

Often /ʔ/ is found between the suffix /-an/ or /-i/ and the vowels occurring finally in certain base words to which it is affixed. For example: /pərmuləʔan/ "beginning" and /muləʔi/ "to begin." The final vowel /ə/ of the base word is often replaced in the speech of some speakers by /a/. For example: /pərmulaʔan/ instead of /pərmuləʔan/, and /mulaʔi/ instead of /muləʔi/. While /baharuʔi/ as a variant of /baharui/ "to renew" does occur, no variants are found of /pəmbaharuan/

(4) preceding /m/ and /r/ in post-vocalic position as a substitute for the Arabic voiced pharyngal fricative /ʕ/

ma'mal	ma'rifat
/mãʔmãl/	/mãʔrifat/
laboratory	true wisdom

Practice 1

pisang /pisaŋ/ banana	pesong /pesoŋ/ to turn, change	pasir /paser/ sand
apa /apə/ what	ipar /ipar/ brother- or sister-in-law	sepak /sepak/ to kick
asap /asap/ smoke	kelip /kəlep/ to twinkle	tutup /tutop/ to close
jumpa /jumpə/ to meet, find	sempit /səmpet/ narrow	tanpa /tanpa/ without

"renewal" or /kəlakuan/ "behavior," that is, of base words ending in /u/ followed by the suffix /-an/. The /ʔ/ is not inserted where the final vowel of the word to which /-an/ is affixed is /i/. For instance, we always find /kədʒadian/, never /kədʒadiʔan/.

alpa /alpə/ to forget	merpati /mərpati/ a domestic pigeon	berperang /bərpəraŋ/ to be at war

---

Practice 2

bisu /bisu/ dumb	bela /bələ/ atonement by blood; uphold	bagus /bagos//bagus/ good
buta /butə/ blind	boleh /boleh/ possible, able	besar /bəsar/ big
ibu /ibu/ mother	ubah /ubah/ to change	ribut /ribot/ storm
kelab /kəlab/ club	adab /adab/ respect, courtesy	tertib /tərteb/ order, manner
ambil /ambel/ to take	rambut /rambot/ hair	rimba /rimbə/ jungle
kerbau /kərbau/ buffalo	perbarisan /pərbarisan/ a parade	'abdi /ãbdi/ slave

Practice 3

tidak /tida?/ no, not	tembak /temba?/ to shoot	tawan /tawan/ to capture
tukar /tukar/ to change	telor /tələr/ egg	itu /itu/ that, the
atap /atap/ roof	buta /butə/ blind	puteh /puteh/ white
laut /laot/ sea	kuat /kuat/ strong	hantu /hantu/ ghost

Practice 4

dia /diə/ the third person personal pronoun	dapat /dapat/ to obtain, find	duga /dugə/ to test
kuda /kudə/ horse	sudu /sudu/ spoon	sedar /sədar/ conscious
abad /abad/ eternity	pandu /pandu/ to guide	penda /pendə/ to change

Practice 5

kita /kitə/ we, our	kendong /kendoŋ/ carrying in a small wrapper	kuda /kudə/ horse
kepala /kəpalə/ head	akar /akar/ root	ikan /ikan/ fish
paku /paku/ nail	bukit /buket/ hill	dek /dek/ deck

Practice 6

gila /gilə/ mad	gelek /gelek/ to roll over, as the wheel of a car over a man	gali /gali/ to dig
guru /guru/ teacher	gosok /goso?/ to rub	gelap /gəlap/ dark, obscure
agas /agas/ sandfly	lagu /lagu/ a song, tune	pegang /pəgaŋ/ to hold

Practice 7

so'al /so?ăl/ to ask, question	balek /bale?/ to return	budak /buda?/ child
sa'at /sa?ăt/ hour, time, seconds	masok /măso?/ to enter	

Lesson 5

2.4 The fricative consonants

These sounds are produced by raising the soft palate and narrowing the air passage at some points in the mouth so that air passing through will cause audible friction. The vocal cords are vibrated for the voiced fricatives, and are not vibrated for the voiceless ones.[1]

2.4.1 The voiceless alveolar fricative /s/

This sound is produced by placing the blade of the tongue against the teeth-ridge. The tip of the tongue is normally touching the lower front teeth.

It occurs in the following positions:

(1) in pre-vocalic initial position

sen	satu
/sen/	/satu/
cent	one

(2) in inter-vocalic position

lusa	masin
/lusə/	/mãsen/
day after tomorrow	salty

---

1. Only the voiceless alveolar and glottal fricatives /s/ and /h/ are regarded as primary; others which occur as secondary consonants are described in 3.0.

(3) in post-vocalic final position

lurus /luros/ straight	kapas /kapas/ cotton

(4) following /n/, /m/, /ŋ/, /k/, /h/, and /r/ in pre-vocalic position

runsing /runseŋ/ vexed	mensiang /mənsiaŋ/ a type of weed	samsu /samsu/ a Chinese alcoholic spirit
bangsa /baŋsə/ race, nation	paksa /paksə/ to force	bijaksana /bidʒaksanə/ wise
rahsia /rahsiə/ secret	mahsul /mahsol/ result, product	Mersing /mərseŋ/ a place name

(5) preceding /m/, /t/, and /r/ in pre-vocalic position

resmi /rəsmĩ/ characteristics	rastali /rastali/ a type of banana	masri /mãsri/ a type of song

2.4.2 The voiceless glottal fricative /h/

In producing this sound, the glottis is held wide open and air from the lungs is emitted freely through it. The positions in the mouth are as for vowels.

It occurs in the following positions:

(1) in pre-vocalic initial position

hari	hutang
/hari/	/hutaŋ/
day	debt[1]

(2) in inter-vocalic position

mahal	tahu	baharu
/mãhãl/	/tahu/	/baharu/
expensive	to know	new[2]

(3) in post vocalic final position

buah	kaseh
/buah/	/kaseh/
fruit	love

(4) following /l/, /z/, /s/ and /r/ in pre-vocalic position

ilham	menghalau	Ishak
/elham/	/mãŋhalau/	/isha?/
inspiration	to expel	a proper name

1. Some speakers do not use the /h/ at all in this position. For example: /ari/ and /utaŋ/. Others use /?/ instead. For example: /?utaŋ/ and /?udʒan/. Many speakers use variants without the initial /ha/ of the following and similar three syllabled words:

/halaman/ /laman/ "a courtyard"
/harimau/ /rimau/ "tiger"
/halobə/ /lobə/ "covetous"

2. Some speakers do not use the /h/ in this position in certain words. For instance: /tau/, /baru/, but always /mãhãl/.

almarhum
/almãrhom/
the honored (of a dead person)

berhujan
/bərhudʒan/
to be in the rain

(5) preceding /s/, /l/ and /w/ in post-vocalic position

rahsia
/rahsiə/
secret

kahwin
/kahwen/[1]
to marry

pahlawan
/pahlawan/
warrior

Practice 1

sini
/sinĩ/
here

sudah
/sudah/
completed, finished

sepi
/səpi/
still, quiet

masin
/masen/
salty

lapis
/lapes/
/lapis/
layer

kapas
/kapas/
cotton

samsu
/samsu/
a Chinese alcoholic spirit

paksa
/paksə/
to force, compel

rahsia
/rahsiə/
secret

---

1. /kahwen/ has a variant /kawen/, i. e., without the /h/.

persatuan /pərsatuan/ an association	rastali /rastali/ a type of banana	masri /mãsri/ a type of song

Practice 2

hari /hari/ day	dahi /dahi/ forehead	tahan /tahan/ to sustain
buah /buah/ fruit	kaseh /kaseh/ to love	ilham /elham/ inspiration
Ishak /isha?/ a proper name	rahsia /rahsiə/ secret	kahwin /kahwen/ to marry

2.5 The affricate consonants

These sounds are produced in a similar way to the plosives, except that release of contact between the relevant articulatory organs is made more slowly. The soft palate is in its raised position, and the vocal cords are made to vibrate for the voiced affricates but are held apart for the voiceless ones.[1]

1. Only the voiceless and voiced palato-alveolar affricates /tʃ/ and /dʒ/ occur in Malay.

2.5.1 The voiceless and voiced palato-alveolar affricates /tʃ/ and /dʒ/

In producing these sounds, the rear of the front part of the tongue is raised against the roof of the mouth between the hard palate and the teeth-ridge, a position similar to the palato-alveolar fricative /ʃ/ (see 3.4). The tip of the tongue is at the lower front teeth.

2.5.1.1 /tʃ/

This sound occurs in the following positions:

(1) in pre-vocalic initial position

chari	chukor
/tʃari/	/tʃukor/
to look for	to shave

(2) in inter-vocalic position

luchu	kuching
/lutʃu/	/kutʃeŋ/
funny	cat

It does not occur in final position.

(3) following /ŋ/ and /r/ in post-vocalic position

ancham	kunchi	merchu
/aŋtʃam/	/kuŋtʃi/	/mərtʃu/
to threaten	key	summit

2.5.1.2 /dʒ/

This sound occurs in the following positions:

(1) in pre-vocalic initial position

jumpa /dʒumpə/ to meet	jari /dʒari/ finger, toe

(2) in inter-vocalic position

ajar /adʒar/ to teach	rajin /radʒen/ diligent

It does not occur in the final position.

(3) following /ɲ/, /s/, and /r/ in pre-vocalic position

ranjau /raɲdʒau/ a caltrop	senja /səɲdʒə/ evenfall	masjid /mãsdʒed/ mosque
terjun /tərdʒon/ to jump down	perjum paan /pərdʒum paan/ meeting	

(4) preceding /l/ in post-vocalic position

majlis
/madʒles/
an assembly

Practice 3

chium /tʃiom/ to smell, kiss	chari /tʃari/ to look for	luchu /lutʃu/ funny

kuching /kutʃeŋ/ cat	kunchi /kuntʃi/ key	merchu /mərtʃu/ summit

---

Practice 4

jari /dʒari/ finger, toe	johan /dʒohan/ champion	gaji /gadʒi/ wage, reward
rajin /radʒen/ dilligent	ajar /adʒar/ to teach	ranjau /randʒau/ a caltrop
masjid /mãsdʒed/ mosque	terjun /tərdʒon/ to jump down	majlis /mãdʒles/ an assembly

2.6 The lateral consonant /l/

The Malay lateral consonant, which is always voiced, is articulated by raising the soft palate and placing the tip of the tongue at the teeth-ridge, leaving a passage on both sides of the tongue for the air to pass through. The vocal cords are in vibration.

It occurs in the following positions:

(1) in pre-vocalic initial position

lari /lari/ to run	limau /limãũ/ lemon, orange

(2) in inter-vocalic position

malu	dahulu
/mãlu/	/dahulu/
shame, shy	before, in the past

(3) in post-vocalic final position

jual	mahal
/dʒual/	/mãhãl/
to sell	expensive

(4) following /r/, /n/ and /dʒ/ in pre-vocalic position

kerling	kerlip	perlawanan
/kərleŋ/	/kərlep/	/pərlawanan/
a side glance	flickering	a contest

tanglong	majlis
/taŋloŋ/	/madʒles/
a Chinese lantern	an assembly

(5) preceding /b/, /k/ and /m/ in post-vocalic position

pelbagai	halkum	almari
/pəlbagai/	/halkom/	/almari/
various	throat	cupboard

Practice 5

lidah	lewat	lari
/lidah/	/lewat/	/lari/
tongue	late	to run

luchu	salah	kerling
/lutʃu/	/salah/	/kərleŋ/
funny	wrong, faulty	a side glance
majlis	pelbagai	bakul
/mãdʒles/ /mãdʒlis/	/pəlbagai/	/bakol/
an assembly	various	a basket

2.7 The rolled alveolar consonant /r/

This sound is produced by placing the tip of the tongue against the back of the teeth-ridge in such a way as to cause it (the tongue tip) to flutter as the air, being impeded at the point of contact, is issued from the lungs. The soft palate is in its raised position, and the vocal cords are vibrated.[1]

It occurs in the following positions:

(1) in pre-vocalic initial position

rindu	rumah
/rindu/	/rumah/
longing	house

---

1. The extent to which the tongue tip is "fluttered" against the teeth-ridge in the production of the rolled consonant varies from speaker to speaker. Some speakers flutter the tongue tip only slightly, others do so more distinctly, while many do not flutter it at all, particularly in word-final position. When in inter-vocalic position, however, the rolled consonant is nearly always pronounced by most speakers. Sometimes a variety of it is used in this position. For instance: one resembling a fricative, or one needing only a few rapid taps of the tip of the tongue against the teeth-ridge. In certain parts of the country, the voiced velar fricative /ɣ/ (see 3.6.2) is used instead of /r/ in initial and intervocalic positions.

(2) in inter-vocalic position

baring	harum
/bareŋ/	/harom/
to lie down	fragrant

(3) in post-vocalic final position[1]

kapur	hampir
/kapor/	/hamper/
chalk	near

(4) following /s/ in pre-vocalic position

masri
/mãsri/
a type of song

(5) preceding all consonants and all vowels[2] in post-vocalic position

percha	permai	bersumpah
/pərtʃə/	/permai/	/bərsumpah/
a rag	pretty	to swear

1. When in this position, the /r/ may or may not be pronounced; neither pronunciation will make any semantic change in the word. Benar may be pronounced /bənar/ or /bəna/ "true, correct." The /r/ will be pronounced, however, when the word in which it is in final position is suffixed by /-an/ or /-i/. For instance, /kəbənaran/ "correctness, permission," and /pəladzari/ "to learn."
2. The vowels in question here are those which occupy the initial position in base words and the /r/ is the final consonant of the prefixes /bər-/, /pər-/ and /tər-/. Many speakers pronounce the /r/ as if it is in inter-vocalic position, while others insert /ʔ/

berakal
/bərakal/
having intelligence

beriman
/bərimãn/
having faith

Practice 6

rindu
/rindu/
longing

roti
/roti/
bread

baring
/bareŋ/
to lie down

harum
/harom/
fragrant

kapur
/kapor/
chalk

masri
/mãsri/
a type of song

permai
/pərmãĩ/
pretty

perjanjian
/pərdʒandʒian/
a promise, treaty

berakal
/bərãkal/
having intelligence

2.8 The nasal consonants

These sounds are produced by lowering the soft palate for air from the lungs to pass through the nose, and by making contact between the relevant articulatory organs in the mouth, as will be explained in the respective sections below. Malay nasal

---

between the /r/ and the following vowel (which is the initial sound of the base word). Thus, three pronunciations are possible for words prefixed by /bər-/, /pər-/, and /tər-/.

sounds are all voiced, i. e., produced with the vocal cords in vibration.

2.8.1 The bilabial nasal /m/

In articulating this sound, the lips are closed. It occurs in the following positions:

(1) in pre-vocalic initial position

mari	misai
/mãri/	/mĩsai/
to come	moustache

(2) in inter-vocalic position

sama	lemak
/samə̃/	/ləmã?/
the same, together	fat, grease

(3) in post-vocalic final position

jarum	hakim
/dʒarom/	/hakem/
needle	judge

(4) following /l/, /s/, and /r/ in pre-vocalic position

almari	resmi	permai
/almãri/	/rəsmĩ/	/pərmãĩ/
cupboard	characteristics	pretty

(5) preceding /p/, /b/, and /s/ in post-vocalic position

jumpa	hamba	samsu
/dʒumpə/	/hambə/	/samsu/
to find, meet	slave	a Chinese alcoholic spirit

2.8.2 The alveolar nasal /n/

This sound is produced by placing the tongue tip against the teeth-ridge, similar to the position for the alveolar plosives.

It occurs in the following positions:

(1) in pre-vocalic initial position

nuri	nila
/nũri/	/nĩlə/
a parrot	deèp blue indigo

(2) in inter-vocalic position

panas	bena
/panãs/	/benə̃/
hot	to build

(3) in post-vocalic final position

rotan	sabun
/rotan/	/sabon/
cane	soap

(4) following /r/ and /s/ in pre-vocalic position

pernah	bernasib	Hasnah
/pərnãh/	/bərnãseb/	/hasnãh/
ever	having luck	a proper name

(5) preceding /p/, /t/, /d/, and /s/ in post-vocalic position

tanpa	chinta	tanda
/tanpa/	/tʃintə/	/tandə/
without	love	mark

pindah	runsing
/pindah/	/runseŋ/
to transfer, change	vexed

2.8.3 The palatal nasal /ɲ/

This sound is articulated by raising the rear part of the front of the tongue against the fore part of the hard palate.

It occurs in the following positions:

(1) in pre-vocalic initial position

nyior	nyawa
/ɲĩõr/	/ɲãwə̃/
coconut	life, spirit

(2) in inter-vocalic position

banyak	sunyi
/baɲã?/	/suɲĩ/
plenty, numerous	silent

It does not occur in final position.

(3) following /r/ in pre-vocalic position

bernyawa	ternyah
/bərɲãwə̃/	/tərɲah/
having life	is excluded by force

(4) following all consonants and all vowels occupying word-final position. The /ɲ/ in this case is the initial sound of the third person pronominal "suffix" /-ɲə/. A few examples will suffice.

atas-nya	kaki-nya	kepala-nya
/atasɲə/	/kakiɲə/	/kəpaləɲə̃/
on it, on him, on her, on them	its, her, his, their leg(s)	its, her, his, their head(s)

(5) preceding /tʃ/ and /dʒ/ in post-vocalic position

ancham	punchak	anjing
/anʧam/	/puɲʧa?/	/aɲdʒeŋ/
threat, menace	summit	god

2.8.4 The velar nasal /ŋ/

During the production of this sound, the position of the tongue is the same as for the velar plosives, i. e., the back of the tongue is in complete contact with the fore part of the soft palate.

It occurs in the following positions:

(1) in pre-vocalic position

ngeri	ngilu
/ŋə̃ri/	/ŋĩlu/
fearful	"on edge" — of the teeth

(2) in inter-vocalic position

belanga	singa
/bəlaŋə̃/	/siŋə̃/
earthenware cooking pot	lion

(3) in post-vocalic final position

pisang	gunong
/pisaŋ/	/gunõŋ/
banana	mountain

(4) following /r/ in pre-vocalic position

ternganga
/tərŋãŋə̃/
to gape

(5) preceding /k/, /g/, /s/, /l/, and /h/ in post-vocalic position

angka /aŋkə/ number	panggil /paŋgel/ to call	unggas /uŋgas/ bird
bangsa /baŋsə/ race, nation	tanglong /taŋloŋ/ a Chinese lantern	menghantar /məŋhantar/ to send

Practice 7

misai /mĩsai/ moustache	makan /mãkan/ to eat	jamin /dʒamẽn/ /dʒamĩn/ to guarantee
hakim /hakem/ a judge	almari /almãri/ cupboard	resmi /rəsmĩ/ characteristics
permai /pərmãĩ/ pretty	empat /əmpat/ four	samsu /samsu/ a Chinese alcoholic spirit

Practice 8

nila /nĩlə/ deep blue indigo	pinang /pinãŋ/ the areca nut	masin /mãsen/ salty
Hasnah /hasnah/ a proper name	bernasib /bərnaseb/ having luck	tanpa /tanpa/ without
chinta /tʃintə/ love	tanda /tandə/ mark, sign	runsing /runseŋ/ vexed

Practice 9

nyior /ɲĩor/ coconut	minyak /mĩɲa?/ oil	bernyawa /bərɲãwə̃/ having life
ancham /aɲtʃam/ to threaten, menace	hanchor /haɲtʃor/ crushed	anjing /aɲdʒeŋ/ dog

Practice 10

ngilu /ŋĩlu/ "on edge" — of the teeth	tangis /taŋẽs/ /taŋĩs/ cry	gunong /gunõŋ/ mountain
ternganga /tərŋãŋã/ to gape	ungkit /uŋket/ to lever up, bringing up again	hingga /hiŋgə/ until
bangsa /baŋsə/ race, nation	tanglong /taŋloŋ/ a Chinese lantern	menghantar /məŋhantar/ to send

2.9 The semi-vowels

These sounds are articulated by placing the tongue at a position of one of the high vowels and immediately moving it into the position of another vowel. The glide from one vowel position to another is done rapidly, and the force of exhalation is weak — weaker than the force needed for the production of vowels, thus making the former less prominent than vowels.[1] The soft palate is in its raised position, and the vocal cords are vibrated for voice.

1. It is because of their lack of prominence and their gliding nature that semi-vowels are regarded as consonants. Vowels are produced with more force of exhalation than consonants, including semi-vowels. A semi-vowel found between two vowels is comparatively less prominent, i. e., articulated with less force, than the preceding and following vowels.

The two semi-vowels occurring in Malay are the labio-velar semi-vowel /w/ and the palatal semi-vowel /y/.[1]

2.9.1 /w/

This sound is articulated by placing the front part of the back of the tongue close to the soft palate and immediately gliding it to the position of another vowel. The lips are fairly closely rounded, while the opening between the jaws is narrow.

It occurs in the following positions:

(1) in pre-vocalic initial position

wang	warna
/waŋ/	/warnə̃/
money	color

(2) in inter-vocalic position

bawa	mewah
/bawə/	/mə̃wə̃h/
to bring	prosperous

It does not occur in final position.

(3) following /r/, /l/, /t/, /k/, and /dʒ/ in pre-vocalic position

arwah	berwang	halwa
/arwah/	/bərwaŋ/	/halwə/
the soul, the spirit of the dead	having money	preserves in sugar

fatwa	takwim	tajwid
/fatwə/	/takwem/	/tadʒwed/

1. The symbols used in the official orthography are w and y.

fatwa	takwim	tajwid
/fatwə/	/takwem/	/tadʒwed/
a legal ruling by a jurist	calendar, almanac	grammatical accuracy

2.9.2 /j/

This sound is produced by placing the tongue at the position for the high front vowel; the front part of the tongue is raised close to the hard palate and then glided toward the position of another vowel. The lips are spread and the opening between the jaws is narrow.

It occurs in the following positions:

(1) in pre-vocalic initial position

ya	yuran
/jə/	/juran/
yes	a subscription

(2) in inter-vocalic position

bayar	bayu
/bajar/	/baju/
to pay	the wind

It does not occur in final position

(3) following /r/ in pre-vocalic position

beryuran
/bərjuran/
to be paying subscriptions

Practice 11

wirid /wired/ additional personal prayers	bawa /bawə/ to bring	berwang /bərwaŋ/ having money
halwa /halwə/ preserves in sugar	fatwa /fatwa/ a legal ruling by a jurist	takwim /takwem/ calendar, almanac

Practice 12

ya /jə/ yes	bayar /bajar/ to pay	beryuran /bərjuran/ to be paying subscriptions

Lesson 6

3.1 Secondary consonants

These are eight in number. As in the table below, they are all fricatives.[1]

Manner of Production	Points of Articulation				
	Labio-dental	Dental	Alveolar	Palato-alveolar	Velar
Fricatives	f	θ ð	z	ʃ	x ɣ

3.2 The voiceless and voiced dental fricatives /θ/ and /ð/

These sounds are produced by raising the soft palate and by placing the tip of the tongue against the upper front teeth, with the rest of the tongue lying flat in the mouth. The pressure of the tongue upon the teeth is light enough to allow air to pass through.

Both /θ/ and /ð/ occur in Malay in a few Arabic words.[2]

3.2.2 /θ/

This sound occurs in the following positions:

(1) in pre-vocalic initial position

thabit	thalji
/θabet/	/θaldʒi/
relevant	snow

---

1. See also 2.4 Fricative consonants.
2. They are symbolized by th and dz in the official orthography. (In older literature, the spellings dh and dl are also used for the voiced dental fricative.)

(2) in inter-vocalic position

mithal	tamthil
/miθ̃al/	/tamθel/
example	an example, a metaphor

(3) in post-vocalic final position

bahath
/bahaθ/
to debate

(4) following /l/, /n/, and /r/ in pre-vocalic position

Kalthom	menthabitkan	berthabit[1]
/kalθom/	/mẽnθabetkan/	/bərθabet/
a proper name	to render relevant	is relevant

3.2.3 /ǯ/

This sound occurs in a few words in the following positions:

(1) in pre-vocalic initial position[2]

dzarab	dza'if
/ǯarab/	/ǯaʔĩf/
to multiply	weak

1. Most speakers substitute /s/ for the /θ/ in all the above positions: for instance, /sabet/, /saldʒi/, /mĩsal/, /tamsel/, /bahas/, /kalsom/.
2. Most speakers use /d/ instead of /ǯ/: for instance, /darab/, /daʔĩf/.

(2) in inter-vocalic position[1]

kadzi /kaǰi/ a Moslem religious official or judge	redza /reǰa/ willing, consenting

It does not occur in final position.

(3) following /n/ in pre-vocalic position

mendzarab
/mə̃nǰarab/
to multiply

(4) preceding /r/ in post-vocalic position

hadzrat
/haǰrat/
presence

3.3 The voiceless labio-dental fricative /f/[2]

This sound is produced by bringing the lower lip and upper teeth together with enough pressure to allow the air to squeeze through them. The soft palate is in its raised position.

It occurs in the following positions:

(1) in pre-vocalic initial position

fikir /fiker/ to think	faham /faham/ to understand

1. Most speakers use /l/ instead of /ǰ/ in these two words: for instance, /kali/, /rela/.
2. The voiced labio-dental fricative does not occur in Malay.

(2) in inter-vocalic position

kafir	ofis
/kafer/	/ofes/
a non-believer in Islam	an office

(3) in pre-vocalic final position

arif
/ãref/
learned

(4) following /r/ in pre-vocalic position

berfaedah	terfikir[1]
/bərfa ʔẽdah/	/tərfiker/
to be benefi-cial	is thought

3.4 The voiced alveolar fricative /z/

This sound is produced in the same way as the voiceless alveolar fricative,[2] except that in this case the vocal cords are vibrated for voice.

It occurs in Arabic loan words in the following positions:

(1) in pre-vocalic initial position

1. In every case where /f/ occurs, most speakers substitute /p/: for instance, /piker/, /paham/, /kaper/, /opes/, /arep/, /bərpa ʔẽdah/, /tərpiker/.
2. See 2.4.1.

zaman	zakat[1]
/zamãn/	/zakat/
a period of time	a tithe paid by Moslems

(2) in inter-vocalic position

lazim	rezeki
/lazem/	/rəzəki/
usual	livelihood

(3) in post-vocalic final position

lafaz	hafaz[2]
/lafaz/	/hafaz/
to utter	to memorize a passage, particularly one from the Koran

(4) following /n/ and /r/ in pre-vocalic position

menziarah	Marzuki	berziarah
/mənziarah/	/marzuki/	/bərziarah/
to visit	a proper name	to visit

(5) preceding /l/ and /r/ in post-vocalic position

Mazlan	Azra'i
/mazlan/	/azraʔĩ/
a proper name	a proper name

1. Some speakers substitute /dʒ/ for the /z/ in this position: for instance, /dʒaman/, /dʒakat/.
2. Many speakers substitute /l/ for the /z/ in this position: for instance, /lafal/, /hafal/, but always /hafez/.

3.5 The voiceless palato-alveolar fricative /ʃ/[1]

In producing this sound, the soft palate is in its raised position, and the rear of the front part of the tongue is raised against the roof of the mouth between the hard palate and the teeth-ridge. The tip of the tongue is touching the lower front teeth. The pressure of the tongue against the roof of the mouth is light enough to allow the air to be forced between them.

It occurs in a few Arabic loan words in the following positions:

(1) in pre-vocalic initial position

shaitan	sharah
/ʃaitan/	/ʃarah/
an evil spirit, Satan	to lecture

(2) in inter-vocalic position

Basha
/baʃa/
a proper name

(3) following /b/, /n/, and /r/ in pre-vocalic position

Habshi	mensharahkan	persharikatan[2]
/habʃi/	/mə̃nʃarahkan/	/pərʃarikatan/
an African, Ethiopian	to lecture	a society, union

1. The official orthography is sh. The voiced palato-alveolar fricative does not occur in Malay.
2. Most speakers substitute /s/ for the /ʃ/ in all these positions: for example, /saitan/, /sarah/, /basa/, /habsi/, /mə̃nsarahkian/, /bərsarah/, /pərsarikatan/.

3.6 The voiceless and voiced velar fricatives /x/ and /ɣ/.[1]

These sounds are produced by raising the back of the tongue to touch the soft palate, which is in its raised position; the pressure between the tongue and the soft palate is such as to allow air to squeeze through.

3.6.1 /x/

This sound occurs in the following positions:

(1) in pre-vocalic initial position

khianat /xianat/ deceit, treachery	khabar /xabar/ news	khalifah[2] /xalifah/ caliph

(2) in inter-vocalic position

bakhil
/baxel/
mean, avaricious

(3) in post-vocalic final position

tarikh /tarex/ date	tawarikh[3] /tawarex/ history

1. These sounds are symbolised by kh and gh in the official orthography. They are, in reality, the Malay versions of similar sounds in Arabic, produced at a position further back in the mouth.
2. Many speakers substitute /k/ for the /x/ in this position: for instance, /kianãt/, /kabar/, but always /xalifah/.
3. Many speakers use /h/ instead of /x/ in these positions: for instance, /bahel/, /tareh/, /tawareh/.

(4) following /ŋ/ and /r/ in pre-vocalic position

mengkhianat	berkhidmat	terkhilaf
/mə̃ŋxianãt/	/bərxidmãt/	/tərxilaf/
to deceive	to serve	to be in error

3.6.2 /ɣ/

This sound occurs in the following positions:[1]

(1) in pre-vocalic initial position

gharib	ghaib	Ghazali
/ɣareb/	/ɣaeb/	/ɣazali/
foreign	concealed, to vanish	a proper name

It does not occur in inter-vocalic position.

(2) in post-vocalic final position

baligh
/baleɣ/
adult, mature

(3) following /ʃ/ in pre-vocalic position

mashghul
/mãʃɣol/
sad, sorrowful;
busy

---

1. As a variant of the rolled consonant /r/, /ɣ/ is commonly found in dialectal pronunciations in certain parts of the country.

Practice 1

thabit /θabet/ proved, relevant	thalatha /θalaθa/ Tuesday	mithal /mĩθal/ example
tamthil /tamθil/ an example, metaphor	bahath /baha θ/ a debate	Kalthom /kalθom/ a proper name
menthabitkan /mẽnθabitkan/ to render relevant	berthabit /bərθabet/ is relevant	dzarab /ǯarab/ to multiply
da'if /ǯa?ĩf/ weak	kadzi /kaǯi/ a Moslem religious official or judge	redza /reǯa/ willing, consenting
afdzal /afǯal/ essential	mendzarab /mẽnǯarab/ to multiply	hadzrat /haǯrat/ presence
fikir /fiker/ to think	faham /faham/ to understand	kafir /kafer/ a non-believer in Islam
berfaedah /bərfa?ẽdah/ to be beneficial	'arif /ãref/ learned	afdzal /afǯal/ essential

Practice 2

zaman /zaman/ a period of time	zakat /zakat/ a tithe paid by Moslems	lazim /lazem/ usual
rezeki /rəzəki/ livelihood	lafaz /lafaz/ to utter	hafiz /hafez/ one who knows the Koran by heart
menziarah /mə̃nziarah/ to visit	berziarah /bərziarah/ to visit	Mazlan /mãzlan/ a proper name
Azra'i /azra?ĩ/ a proper name	shaitan /ʃaitan/ Satan, an evil spirit	sharah /ʃarah/ to lecture
Habshi /habʃi/ an African, Ethiopian	mensharahkan /mə̃nʃarahkan/ to lecture	bersharah /bərʃarah/ to lecture

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Practice 3

khabar /xabar/ news	khemah /xemãh/ tent	bakhil /baxel/ mean, avaricious

tarikh
/tarex/
date

mansokh
/mãnsox/
to cancel, repeal

mengkhianat
/mə̃nxianãt/
to deceive

berkhidmat
/bərxidmãt/
to serve

gharib
/ɣareb/
foreign

ghaib
/ɣaeb/
concealed, to vanish

baligh
/baleɣ/
adult, mature

mashghul
/mãʃɣol/
sad, sorrowful

Unit 2

PERSEKUTUAN TANAH MELAYU

Lessons 7-9

1. The Federation of Malaya
2. also called
3. consists of
4. fifty thousand
5. its capital
6. the king is called
7. His Majesty resides
8. comprises of
9. especially Malays
10. do not differ

"The Federation of Malaya" or also called "Malaya," consists of eleven states, namely, Johore, Kedah, Kelantan,

Lesson 7

I. *Reading*

The following reading is divided into three parts. At the beginning of each part is a list of phrases taken from the reading which are particularly useful or difficult to pronounce. First, you will hear the native speaker read through the entire list. Then you will repeat each phrase after him three times, going through the entire list. Then the native speaker will read the paragraph. Each part will be treated in this manner.

Listen carefully and try to understand as much as possible without referring to the translation. The passages probably contain some words and expressions with which you are not familiar. Many of these will be used again in various ways in this and the following tape.

Part 1

1. Persekutuan Tanah Melayu
2. di-sebut juga
3. mengandongi
4. lima puloh ribu
5. kepala negeri-nya
6. raja-nya bergelar
7. baginda bersemayam
8. terdiri daripada
9. terutama orang-orang Melayu
10. tiada berbedza

"Persekutuan Tanah Melayu" atau di-sebut juga "Malaya," mengandongi sa-belas buah negeri, ia-itu

Malacca, Negeri Sembilan, Pahang, Penang, Perak, Perlis, Selangor and Trengganu. Malaya's area is 50,632 square miles. Its capital, Kuala Lumpur, is in the state of Selangor. The King is called the Yang di-Pertuan Agong. His Majesty resides at the "Istana Negara" (State Palace) in Kuala Lumpur. The population of Malaya is almost 6,300,000 and comprises of various communities, especially Malays, Chinese, Indians and Pakistanis. The people of Malaya do not differ from one state to the other.

1. scenery
2. the roads of the country
3. can be seen a few brick buildings
4. one storey only
5. in the big towns
6. trousers and shirts
7. perched on stilts
8. in the compound
9. fruit trees are planted
10. the villagers

The towns, villages, the trees and scenery to the left and right of the railway lines and the roads of the country are almost the same throughout. In the towns the brick buildings are of one storey only. In the big towns like Kuala Lumpur, Johore Baharu, Malacca, Ipoh and Penang, there are a few tall brick buildings. In those towns most of the people are Chinese, and they wear trousers and shirts. They are either in commerce or they work as laborers. In the villages the houses are of wood and are perched on stilts. In the compound of the house many fruit trees and

Johor, Kedah, Kelantan, Melaka, Negeri Sembilan, Pahang, Pulau Pinang, Perak, Perlis, Selangor dan Terengganu. Malaya luas-nya lima puloh ribu, enam ratus tiga puloh dua batu persegi. Kepala negeri-nya bernama Kuala Lumpur dalam negeri Selangor. Raja-nya bergelar Yang di-Pertuan Agong; baginda bersemayam di-Istana Negara, di-Kuala Lumpur. Pendudok Malaya hampir-hampir enam juta, tiga ratus ribu orang, terdiri daripada berbagai-bagai suku bangsa, terutama orang-orang Melayu, China, orang-orang India dan Pakistan. Orang-orang Malaya tiada berbedza sangat dari sa-buah negeri dengan sa-buah negeri lain-nya.

Part 2

1. pemandangan alam
2. jalan-raya negeri
3. kelihatan rumah-rumah batu
4. satu tingkat sahaja
5. di-pekan-pekan besar
6. seluar dan kemeja
7. terletak di-atas tiang-tiang-nya
8. di-kawasan halaman
9. di-tanam pokok buah-buahan
10. diam di-kampong-kampong

Keadaan pekan-pekan, kampong-kampong, pokok-pokok dan pemandangan alam di-kiri kanan jalan kereta-api dan jalan-raya negeri itu hampir-hampir sama semua-nya. Di-pekan-pekan kelihatan rumah-rumah batu yang kebanyakan-nya satu tingkat sahaja. Di-pekan-pekan besar saperti Kuala Lumpur, Johor Baharu, Melaka, Ipoh dan Pekan Pulau Pinang ada sadikit-sadikit rumah-rumah batu bertingkat tinggi. Di-pekan-pekan itu kebanyakan orang-orang China, dan mereka memakai seluar dan kemeja. Mereka berniaga membuka

flowers are planted. The villagers are mostly Malays.

1. on the right side of the road
2. are rubber trees
3. tin mines
4. forest reserves
5. mountain range
6. as if to form the back-bone of
7. its long rivers
8. the dry season
9. the rainy season
10. holiday resorts

The railways and the roads of Malaya are excellent. On both sides of the roads, there are, usually, rubber trees, coconut trees, tin mines, pineapple plantations, oil palms, wide padi fields and a few pockets of forest reserves. In Negeri Sembilan, Selangor and Perak the mountain range stretches as if to form the backbone of Malaya. Its long rivers are the Pahang River (270 miles long), and the Perak River. The smaller rivers are the Bernam River, the Kelantan River, the Trengganu River, the Muda River, the Muar River and others. There are only two seasons in Malaya, namely, the dry season and the rainy season. The beautiful beaches on the west coast are at Port Dickson, Morib, Pangkor Island, Penang Island and the Langkawi Island. On the east coast, they are at Mersing, Pekan, Kuantan, Dungun, Pantai Chinta Berahi and there are many others scattered on this coast. The well-known hill holiday resorts are Fraser's Hill (in Selangor), Cameron Highlands (in

kedai dan bekerja sa-bagai buroh. Di-kampong-kampong kebanyakan-nya rumah-rumah kayu yang terletak di-atas tiang-tiang-nya. Di-kawasan halaman rumah-rumah itu banyak di-tanam pokok buah-buahan dan pokok-pokok bunga. Orang-orang yang diam di-kampong-kampong itu kebanyakan-nya orang-orang Melayu.

Part 3

1. kanan jalan
2. kelihatan pokok-pokok getah
3. lombong-lombong bijeh timah
4. hutan-hutan simpan
5. banjaran gunong
6. sa-olah-olah tulang belakang
7. sungai-sungai-nya yang panjang
8. musim kemarau
9. musim tengkujoh
10. tempat peranginan

Jalan-jalan kereta-api dan jalan-jalan raya di-Malaya bagus-bagus. Di-kiri kanan jalan itu selalu kelihatan pokok-pokok getah, pokok-pokok kelapa, lombong-lombong bijeh timah, kebun-kebun nenas, kelapa sawit, sawah-sawah padi yang luas-luas dan berapa kelompok hutan-hutan simpan. Di-negeri Sembilan, Selangor dan Perak membujor banjaran gunong yang jadi sa-olah-olah tulang belakang Malaya. Sungai-sungai-nya yang panjang, ia-itu Sungai Pahang (dua ratus tujoh puloh batu panjang-nya), dan Sungai Perak. Sungai yang kechil daripada itu ia-lah Sungai Bernam, Sungai Kelantan, Sungai Terengganu, Sungai Muda, Sungai Muar dan lain-lain. Di-Malaya hanya ada dua musim, ia-itu musim tiada hujan (atau musim kemarau) dan musim hujan lebat (musim tengkujoh). Tempat-tempat mandi di-tepi laut yang chantek-chantek ia-lah di-Port Dickson, di-Morib, di-Pulau Pangkor, di-Pulau Pinang dan Pulau Langkawi, di-sa-belah barat. Di-sa-

belah timor ia-lah Pantai Mersing, Kuantan, Dungun, Pantai Chinta Berahi dan beberapa banyak lagi bertaboran di-pantai timor Malaya itu. Tempat peranginan di-bukit-bukit, yang terkenal ia-lah Bukit Fraser (Selangor), Tanah Tinggi Cameron (Pahang), Bukit Maxwell (Perak) dan Bukit Pulau Pinang. Hasil yang terutama keluar dari Malaya ia-lah getah dan timah.

II. *Pronunciation Drills*

In this drill the student will first listen only as the native speaker pronounces the first pair of words. Then each word will be pronounced separately, with a pause for the student to repeat after each word. Finally, the words will be pronounced together again, with a pause for the student to repeat. Each pair of words will be treated in this manner.

belas	sebut	ribu
balas	sabut	rabu
hampir	orang	buka
hampar	arang	buku
juga	belah	tepi
jaga	bilah	topi
remah	tabor	dia
rumah	tabir	dua
lagi	tani	yang
lagu	tanah	wang

A: Mr. Basir, you are a citizen of which country? Singapore or the Federation of Malaya?

B: I am a citizen of the Federation of Malaya, Mr. Ahmad.

A: What is the area of the Federation of Malaya, and how many states are there in it?

B: Its area is about 50,632 square miles, and there are eleven states in it.

A: Which state is the biggest and which is the smallest in the Federation of Malaya, Mr. Basir?

B: The biggest state is Pahang and the smallest is the state of Perlis.

A: What is the longest river in the Federation of Malaya and how long is it?

Lesson 8

I. Conversation for Listening

The dialogues in this text are based on the readings of the preceding tapes. They contain many useful idiomatic expressions and will be repeated in various forms in the exercises which follow. They are to be memorized.

This section is for oral comprehension. The student should follow the dialogue in his text as he listens to it on tape, until such time as he can dispense with the text and understand everything from the tape alone.

A: Enche' Basir warga-negara negeri mana? Singapura atau Persekutuan Tanah Melayu?

B: Saya warga-negara Persekutuan Tanah Melayu, Enche' Ahmad.

A: Berapa luas-nya Persekutuan Tanah Melayu itu, dan berapa buah negeri ada di-dalam-nya?

B: Luas-nya lebeh kurang lima puloh ribu, enam ratus, tiga puloh dua batu persegi, dan ada sa-belas buah negeri di-dalam-nya.

A: Negeri apa yang besar sa-kali dan negeri apa yang kechil sa-kali di-Persekutuan Tanah Melayu itu, Enche' Basir?

B: Yang besar sa-kali negeri Pahang dan yang kechil sa-kali negeri Perlis.

A: Sungai apa yang panjang sa-kali di-Persekutuan Tanah Melayu itu dan berapa panjang-nya?

B: The longest river is the Pahang River, and it is about 270 miles long.

A: Which town is the capital of the Federation of Malaya and in which state is it?

B: The town of Kuala Lumpur, and it is in the state of Selangor.

A: How many miles is Kuala Lumpur from Singapore?

B: About 250 miles.

A: What are the seas on the west and the east coast of the Federation of Malaya, Mr. Basir?

B: On the west the Straits of Malacca, on the east the South China Sea.

A: What is the title of the Ruler of the Federation of Malaya?

B: His Majesty Seri Paduka Baginda Yang di-Pertuan Agong.

B: Sungai yang panjang sa-kali Sungai Pahang, dan panjang-nya lebeh kurang dua ratus tujoh puloh batu.

A: Bandar apa yang jadi kepala negeri bagi Persekutuan Tanah Melayu dan dalam negeri apa dudok-nya bandar itu?

B: Bandar Kuala Lumpur, dan dudok-nya dalam neger Selangor.

A: Berapa batu jauh-nya Kuala Lumpur itu dari Singapura?

B: Ada-lah lebeh kurang dua ratus, lima puloh batu.

A: Apa nama la[illegible]i-sa-belah barat dan di-sa-belah timor Persekutuan Tanah Melayu itu, Enche' Basir?

B: Di-sa-belah barat Selat Melaka, di-sa-belah timor Laut China Selatan.

A: Apa nama gelaran raja pemerentah di-Persekutuan Tanah Melayu itu?

B: Yang Maha Mulia Seri Paduka Baginda Yang di-Pertuan Agong.

II. *Conversation for Memorization*

Now begin memorizing the dialogue you have just heard by repeating it on tape in the build-up section that follows. You will observe that the longer utterances of the dialogue are now divided into partials. These partials are then built up cumulatively. Shorter utterances are repeated without being divided into partials.

An important pedagogical feature of the build-up section that follows is that in the longer utterances, the ones divided by the speaker into partials, the student will hear the speaker beginning his build-up with the last partial and working, always cumulatively, toward the first one.

Let us build up one of the longer utterances of the dialogue as an example of what the student will hear and do on tape. This utterance contains three partials. The speaker beings, and the student repeats on tape:

--- dan berapa panjang-nya?

The speaker continues, and the student repeats:

--- di-Persekutuan Tanah Melayu itu dan berapa panjang-nya?

The speaker continues, and the student repeats:

- Sungai apa yang panjang sa-kali di-Persekutuan Tanah Melayu itu dan berapa panjang-nya?

The speaker now gives the complete utterance again, and the student repeats:

- Sungai apa yang panjang sa-kali di-Persekutuan Tanah Melayu itu dan berapa panjang-nya?

The student will observe that this repetition of the complete utterance on tape does not appear in the text the second time.

Repeat this section on tape until you are able to build up all the partials to whole utterances without using your text.

A: --- Singapura atau Persekutuan Tanah Melayu?

● Enche' Basir warga-negara negeri mana? Singapura atau Persekutuan Tanah Melayu?

B: --- Persekutuan Tanah Melayu, Enche' Ahmad.

● Saya warga-negara Persekutuan Tanah Melayu, Enche' Ahmad.

A: --- dan berapa buah negeri ada di-dalam-nya?
--- Persekutuan Tanah Melayu itu, dan berapa buah negeri ada di-dalam-nya?

● Berapa luas-nya Persekutuan Tanah Melayu itu, dan berapa buah negeri ada di-dalam-nya?

B: --- dan ada sa-belas buah negeri di-dalam-nya.
--- enam ratus, tiga puloh dua batu persegi, dan ada sa-belas buah negeri di-dalam-nya.

● Luas-nya lebeh kurang lima puloh ribu, enam ratus, tiga puloh dua batu persegi, dan ada sa-belas buah negeri di-dalam-nya.

A: --- di-Persekutuan Tanah Melayu itu, Enche' Basir?
--- dan negeri apa yang kechil sa-kali di-Persekutuan Tanah Melayu itu, Enche' Basir?

● Negeri apa yang besar sa-kali dan negeri apa yang kechil sa-kali di-Persekutuan Tanah Melayu itu, Enche' Basir?

B: --- dan yang kechil sa-kali negeri Perlis.
- Yang besar sa-kali negeri Pahang dan yang kechil sa-kali negeri Perlis.

A: --- dan berapa panjang-nya?
--- di-Persekutuan Tanah Melayu itu dan berapa panjang-nya?
- Sungai apa yang panjang sa-kali di-Persekutuan Tanah Melayu itu dan berapa panjang-nya?

B: --- dua ratus tujoh puloh batu.
--- dan panjang-nya lebeh kurang dua ratus tujoh puloh batu.
- Sungai yang panjang sa-kali Sungai Pahang, dan panjang-nya lebeh kurang dua ratus tujoh puloh batu.

A: --- dan dalam negeri apa dudok-nya bandar itu?
--- bagi Persekutuan Tanah Melayu dan dalam negeri apa dudok-nya bandar itu?
- Bandar apa yang jadi kepala negeri bagi Persekutuan Tanah Melayu dan dalam negeri apa dudok-nya bandar itu?

B: --- dan dudok-nya dalam negeri Selangor.
- Bandar Kuala Lumpur, dan dudok-nya dalam negeri Selangor.

A: ● Berapa batu jauh-nya Kuala Lumpur itu dari Singapura?

B: ● Ada-lah lebeh kurang dua ratus, lima puloh batu.

A: --- dan di-sa-belah timor Persekutuan

Tanah Melayu itu, Enche' Basir?

● Apa nama laut di-sa-belah barat dan di-sa-belah timor Persekutuan Tanah Melayu itu, Enche' Basir?

B: --- di-sa-belah timor Laut China Selatan.

● Di-sa-belah barat Selat Melaka, di-sa-belah timor Laut China Selatan.

A: --- di-Persekutuan Tanah Melayu itu?

● Apa nama gelaran raja pemerentah di-Persekutuan Tanah Melayu itu?

B: --- Yang di-Pertuan Agong.

● Yang Maha Mulia Seri Paduka Baginda Yang di-Pertuan Agong.

III. *Conversation for Fluency*

The section that follows is a further step in helping you memorize the dialogue. By now you should be ready to repeat the longer utterances of the dialogue completely, without building up to each whole sentence. Do not attempt this step in learning the dialogue until the Dialogue for Memorization has been mastered.

Turn back in your text to the Dialogue for Memorization. You will observe that those utterances marked by large dots (●) are the complete utterances. In the section that follows, you will hear and repeat on tape each of these complete utterances.

Repeat this section on tape until you can repeat complete

utterances without using your text.

IV. *Conversation for Listening*

This is the same dialogue heard at the beginning of the tape. First, you listened for comprehension as you followed it in your text. Now that you have memorized the dialogue, in addition to having been provided with English contextual equivalents, there should be no oral comprehension difficulties.

Therefore, listen this time for intonation — that is, the music of the utterances. Try to retain the intonation patterns in performing the speakers' roles in the next section, Dialogue for Participation.

By now, you should be able to listen to this section again without using your text.

V. *Conversation for Participation*

Having completely memorized the dialogue by repeating over and over again the previous sections, you should now be ready to enjoy testing your own ability to perform the roles of the two speakers in this section.

With each Dialogue for Participation throughout this Book, there will be two readings of the dialogue on tape. In the first reading, you will play the role of the second speaker. In the second reading that immediately follows, you will take the

part of the first speaker.

As soon as you are able to perform on tape both speaking parts of the dialogue without referring to the Book, and with acceptable pronunciation, you may consider that you have achieved control of the dialogue. However, do not forget that achieving control of the dialogue lesson can mean many things more than merely the ability to memorize and perform the speakers' roles. Once you have completely memorized the dialogue and can successfully perform the roles of the speakers without using your Book, you can work toward perfecting your pronunciation and intonation.

A: Enche' Basir warga-negara negeri mana? Singapura atau Persekutuan Tanah Melayu?

B: * * *

A: Berapa luas-nya Persekutuan Tanah Melayu itu, dan berapa buah negeri ada di-dalam-nya?

B: * * *

A: Negeri apa yang besar sa-kali dan negeri apa yang kechil sa-kali di-Persekutuan Tanah Melayu itu, Enche' Basir?

B: * * *

A: Sungai apa yang panjang sa-kali di-Persekutuan Tanah Melayu itu dan berapa panjang-nya?

B: * * *

A: Bandar apa yang jadi kepala negeri bagi Persekutuan Tanah Melayu dan dalam negeri apa dudok-nya bandar itu?

B: * * *

A: Berapa batu jauh-nya Kuala Lumpur itu dari Singapura?

B: * * *

A: Apa nama laut di-sa-belah barat dan di-sa-belah timor Persekutuan Tanah Melayu itu, Enche' Basir?

B: * * *

A: Apa nama gelaran raja pemerentah di-Persekutuan Tanah Melayu itu?

B: * * *

A: * * *

B: Saya warga-negara Persekutuan Tanah Melayu, Enche' Ahmad.

A: * * *

B: Luas-nya lebeh kurang lima puloh ribu, enam ratus, tiga puloh dua batu persegi, dan ada sa-belas buah negeri di-dalam-nya.

A: * * *

B: Yang besar sa-kali negeri Pahang dan yang kechil sa-kali negeri Perlis.

A: * * *

B: Sungai yang panjang sa-kali Sungai Pahang, dan panjang-nya lebeh kurang dua ratus tujoh puloh batu.

A: * * *

B: Bandar Kuala Lumpur, dan dudok-nya dalam negeri Selangor.

A: * * *

B: Ada-lah lebeh kurang dua ratus, lima puloh batu.

A: * * *

B: Di-sa-belah barat Selat Melaka, di-sa-belah timor Laut China Selatan.

A: * * *

B: Yang Maha Mulia Seri Paduka Baginda Yang di-Pertuan Agong.

VI. *Question and Answer Test*

In this test you will hear a series of questions based on this and the preceding tapes. Each question will be followed by three possible answers. After each set of question and answers, space will be left for you to record the answer you select. The correct answers will be found on page 351.

1. Berapa batu persegi luas Persekutuan Tanah Melayu?
   a. Luas Persekutuan Tanah Melayu lima ratus ribu batu persegi.
   b. Luas Persekutuan Tanah Melayu lima puloh ribu batu persegi.
   c. Luas Persekutuan Tanah Melayu lima belas ribu batu persegi.
   d. * * *

2. Negeri apa yang besar sa-kali dalam Persekutuan Tanah Melayu?
   a. Negeri yang besar sa-kali di-Persekutuan Tanah Melayu, negeri Perlis.
   b. Negeri yang besar sa-kali di-Persekutuan Tanah Melayu, negeri Johor.
   c. Negeri yang besar sa-kali di-Persekutuan Tanah Melayu, negeri Pahang.
   d. * * *

3. Sungai apa yang panjang sa-kali di-Persekutuan Tanah Melayu?
   a. Sungai yang panjang sa-kali di-Persekutuan Tanah Melayu, Sungai Muar.
   b. Sungai yang panjang sa-kali di-Persekutuan Tanah Melayu, Sungai Pahang.
   c. Sungai yang panjang sa-kali di-Persekutuan Tanah Melayu, Sungai Perak.
   d. * *

4. Bandar apa kepala negeri Persekutuan Tanah Melayu?
   a. Kepala negeri Persekutuan Tanah Melayu, bandar Pulau Pinang.
   b. Kepala negeri Persekutuan Tanah Melayu, bandar Johor Baharu.
   c. Kepala negeri Persekutuan Tanah Melayu, bandar Kuala Lumpur.

5. Berapa batu jauh Kuala Lumpur dari Singapura?
   a. Jauh Kuala Lumpur dari Singapura, empat ratus batu.
   b. Jauh Kuala Lumpur dari Singapura, dua puloh batu.
   c. Jauh Kuala Lumpur dari Singapura, dua ratus lima puloh batu.
   d. * * *

1. I spell.
2. I write.
3. I dance.
4. He is frightened like a rat.
5. His garden is wide like the sea.
6. That building is as high as the sky.
7. He is torturing the cat.

Lesson 9

Grammar Notes and Drills

PREFIXES

Me- functions as the prefix of a verb. It has two distinct uses:

a. to show that something is being done
   Saya mengaja.
   I teach.
b. to show figurative comparison
   Ia membuta tuli.
   He pretends to be stone deaf.

Drill 1*

1. Saya mengeja.
2. Saya menulis.
3. Saya menari.
4. Dia menikus.
5. Kebun-nya melaut.
6. Bangunan itu melangit tinggi-nya.
7. Dia menyeksa kuching itu.

* Each drill in the grammar lessons of this Book will be read through twice, the student repeating each item of the drill immediately after the native speaker.

8. I endevour to abolish illit[illegible]cy.
9. He cuts my hair.
10. His pile of money is as big as a hillock.

1. I separate the books.
2. I strengthen the friendship.
3. I want to go along.
4. I am changing it.
5. The car ran over the dog
6. After that he disappeared.

1. I am looking for my mother.
2. I heard some good news.
3. I became a rich man.
4. He suggested thus.

8. Saya berusaha membasmikan buta huruf.

9. Dia memotong rambut saya.

10. Timbunan wang-nya membusut.

Me- becomes meng- when the first letter of the stem is a, e, g, h, i, k, o, or u. K is usually dropped when the prefix meng- is added.
kirim "send" becomes mengirim

Drill 2

1. Saya mengasingkan buku-buku itu.

2. Saya mengekalkan persahabatan.

3. Saya hendak mengikut.

4. Saya mengubah-nya.

5. Kereta itu menggelek anjing.

6. Lepas itu dia menghilangkan diri.

When the first letter of the stem is ch, d, dz, j, sh, t, or z, the prefix me- becomes men-. T, like k, is also dropped.
tanam "to plant" becomes menanam

Drill 3

1. Saya menchari ibu saya.

2. Saya mendengar khabar baik.

3. Saya menjadi orang kaya.

4. Dia menshorkan bagitu.

5. He copied his friend.
6. I have registered myself as a nurse.

1. He changed his clothes.
2. The terrorist surrendered himself.
3. He combs his hair.
4. He pushed me from behind.
5. He is finishing his work.
6. He keeps his money at home.
7. He blamed me.

1. He killed the fly.
2. I am reading a book.
3. He is hunting a tiger.
4. He brushes up on his Malay.
5. He puts out the light.
6. I feel sad when I think of his condition.

5. Dia meniru kawan-nya.

6. Saya telah mendaftarkan diri sa-bagai jururawat.

When a verb begins with s (which is also dropped), the prefix me- becomes meny-.

Drill 4

1. Dia menyalin pakaian-nya.

2. Pengganas itu menyerah diri.

3. Dia menyisir rambut-nya.

4. Dia menyorong saya dari belakang.

5. Dia menyudahkan kerja-nya.

6. Dia menyimpan wang di-rumah.

7. Dia menyalahi saya.

When the first letter of the verb is b, f, or p (of which f and p are also dropped), me- becomes mem-.

Drill 5

1. Ia membunoh lalat.

2. Saya membacha buku.

3. Ia memburu harimau.

4. Dia memasehkan bahasa Melayu-nya.

5. Dia memadamkan lampu.

6. Saya berasa sedeh memikirkan keadaan-nya.

1. He waves to me.
2. I sweeten my drink.
3. He waits for his child.
4. I represent my friends.
5. He opened his mouth.
6. He groans with pain.
7. That sound frightens me.
8. The fire blazed when the wind blew.
9. Mother is weeding the padi field.
10. Grandfather bequeaths his property to Father.

Me- stands by itself when the first letter of the stem is l, m, n, r, w, y, ng, or ny.

Drill 6

1. Dia melambai saya.
2. Saya memaniskan minuman saya.
3. Dia menanti anak-nya.
4. Saya mewakili kawan-kawan saya.
5. Dia mengangakan mulut-nya.
6. Dia mengerang dengan kesakitan.
7. Bunyi itu mengerikan saya.
8. Api itu menyala bila angin bertiup.
9. Ibu merumput di-sawah.
10. Datok mewariskan harta-nya kapada bapa.

The prefix pe- has three functions:

a. to show the doer
   Dia sa-orang penulis.
   He is a writer.

b. to show an instrument
   Itu penyiram.
   That is a watering can.

c. to show expertness or habitual occupation
   Dia itu pemarah.
   He is ill-tempered.

1. He is a cowherd.
2. The newsreader made a slip.
3. Don't forget to bring an oar.
4. Ahmad's father is generous.
5. He is lazy.
6. The judges agree on the decision.
7. My income is small.
8. He is very fond of interrupting.
9. He is on the side of the opposition.
10. The refugees from Hungary are living in England.

1. The director of the library has gone to England.
2. His followers are all young.
3. He is an affectionate person.
4. My grinder is blunt.
5. The entertainer is sad.
6. He does not heed his teacher's words.

Drill 7

1. Dia sa-orang penjaga lembu.
2. Pembacha warta berita itu tersasul.
3. Jangan lupa bawa pengayoh.
4. Bapa Ahmad sangat pemurah.
5. Dia sangat pemalas.
6. Pengadil-pengadil bersetuju dengan keputusan itu.
7. Pendapatan saya kechil.
8. Dia itu penyampok.
9. Dia di-sa-belah pembangkang.
10. Pelari-pelari dari Hungary tinggal di-England.

Like the prefix me-, pe- is subjected to changes into peng-, pen-, peny-, and pem-.

Drill 8

1. Pengarah khutub-khanah itu telah ka-England.
2. Pengikut-pengikut-nya semua muda-muda belaka.
3. Dia itu pengaseh orang-nya.
4. Penggiling saya sudah tumpul.
5. Penghibor itu bersedeh.
6. Dia tidak menghiraukan kata guru-nya.

1. The thief escaped.
2. My lecturer is a woman.
3. The inhabitants there catch fish.
4. What is the hawker selling?
5. The washer-woman has not come.
6. The administration of this district is disorderly.

1. He is a patient man.
2. I just bought the broom.
3. That disease is infectious.
4. The robber has been caught.
5. The inspector of schools is coming.
6. The stopper to this bottle is lost.
7. An enquiry must be made.

1. My assistant is industrious.
2. This bandage is soiled.
3. The leader is not sincere.
4. He is choosy.

Drill 9

1 Penchuri itu dapat lari.

2. Pensharah saya sa-orang perempuan.

3. Pendudok di-situ menangkap ikan.

4. Penjaja itu menjual apa?

5. Penchuchi kain itu belum datang.

6. Pentadbiran daerah ini kuchar-kachir.

Drill 10

1. Penyabar orang-nya.

2. Penyapu itu baru saya beli.

3. Penyakit itu mudah menjangkit.

4. Penyamun itu dapat di-tangkap.

5. Penyelia sekolah-sekolah itu datang.

6. Penyumbat botol ini sudah hilang.

7. Penyiasatan mesti di-buat.

Drill 11

1. Pembantu saya sangat rajin.

2. Pembalut ini sudah kotor.

3. Pemimpin itu tidak ikhlas.

4. Dia itu pemileh orang-nya.

5. The scenery is beautiful.
6. He is a liar.

1. He is a comical fellow.
2. His adviser has retired.
3. This paring knife is sharp.
4. The singer is from Batu Pahat.
5. That boy is greedy.
6. The young girl is shy.
7. She is a very sociable person.
8. The painter is my brother.
9. The farmer is ploughing his padi field.
10. The actors in the play are pupils of this school.

5. Pemandangan-nya indah.

6. Dia itu pembohong.

Drill 12

1. Pelawak orang-nya.
2. Penasihat-nya telah bersara.
3. Pisau peraut ini tajam.
4. Penyanyi itu dari Batu Pahat.
5. Budak itu pelahap.
6. Gadis itu pemalu orang-nya.
7. Peramah orang-nya.
8. Pelukis itu abang saya.
9. Peladang itu membajak sawah-nya.
10. Pelakun-pelakun dalam sandiwara itu murid-murid sekolah ini.

Unit 3

SEJARAH TANAH MELAYU

Lessons 10-12

1. in the forests of Malaya
2. came to settle
3. early Christian era
4. to and fro
5. mixing
6. spreading their culture
7. establishing a kingdom
8. since
9. brought into
10. all the subjects

The aborigines of "Tanah Melayu" or Malaya are the Semangs and Sakais. They are now living in the forests of Malaya. The Malays came to settle in Malaya about 1,500 B.C. During the first century A.D., the Hindus often stopped in Malaya, on their voyages to and fro, while trading with China. Not long after that, the Hindus settled in Malaya, mixing, spreading their culture, and marrying the Malays and later establishing a kingdom. During the fourteenth and fifteenth centuries A.D., Islam was brought into Malaya by the Arabs, the Indian Muslims and the Persian Muslims, such that in a very short time, all the subjects and all the kings of Malaya became Muslims.

Lesson 10

I. *Reading*

See instructions for this section in Lesson 7, page 79.

Part 1

1. di-hutan-hutan Malaya
2. datang mendudoki
3. awal kurun Masehi
4. berulang-alek
5. berchampor-gaul
6. mengembangkan kebudayaan
7. membangunkan kerajaan
8. dari semenjak
9. di-bawa masok
10. sakalian ra'ayat

Orang Asli di-Tanah Melayu atau "Malaya" ia-lah orang-orang Semang dan Sakai. Mereka itu sekarang diam di-hutan-hutan Malaya. Orang-orang Melayu telah datang mendudoki Malaya kira-kira sa-ribu lima ratus tahun sa-belum tahun Masehi. Dalam awal kurun Masehi yang pertama, orang-orang Hindu telah biasa singgah ka-Malaya dalam pelayaran mereka berulang-alek berniaga di-negeri China. Tiada lama lepas itu, ramai-lah orang-orang Hindu datang mendiami Tanah Melayu; berchampor-gaul, mengembangkan kebudayaan dan berkahwin dengan orang-orang Melayu dan kemudian-nya membangunkan kerajaan. Dari semenjak kurun Masehi yang keempat belas dan kelima belas, Ugama Islam telah di-bawa masok ka-Tanah Melayu oleh orang-orang Arab, orang-orang Muslim India dan Muslim

1. now known
2. in search of tin ore
3. new places
4. their associations
5. became intimate quickly
6. race
7. customs and traditions
8. their religion
9. became compact
10. taking merchandise

Beginning in the fourteenth century A. D., people from the Southeast Asian islands now known as Indonesia came to Malaya to trade, came in search of tin ore, opening new places and marrying the Malays. Their associations with the Malays became intimate quickly, because they originated from the same stock, had the same language, customs and traditions, and even their religion was the same, so that they became mingled, and from them sprang the Malays of "Malaya," who established Malay kingdoms, creating Malay subjects. Beginning in the fifteenth century A. D., many Chinese came to trade in Malaya, bringing merchandise from China, and taking back merchandise from Malaya to be sold in China.

Farsi, sa-hingga dalam masa tiada berapa lama sa-kalian ra'ayat dan raja-raja di-Tanah Melayu masok Ugama Islam.

Part 2

1. sekarang di-kenali
2. menchari bijeh timah
3. tempat-tempat baharu
4. perchamporan mereka
5. lekas benar mesera-nya
6. rumpun bangsa
7. adat istiadat
8. ugama mereka
9. jadi sa-bati
10. mengambil dagangan-dagangan

Dari semenjak kurun Masehi yang keempat belas lagi, orang-orang dari pulau-pulau di-Asia Tenggara yang sekarang di-kenali dengan nama Indonesia itu, ramai datang mendudoki Tanah Melayu kerana berniaga, menchari bijeh timah, membuka tempat-tempat baharu dan berkahwin dengan orang-orang Melayu. Perchamporan mereka dengan orang-orang Melayu lekas benar mesera-nya, kerana mereka itu berasal dari rumpun bangsa yang sama; bahasa, adat istiadat dan ugama mereka pun sama, sa-hingga mereka jadi sa-bati dan daripada perchamporan mereka-lah jadi-nya orang-orang Melayu "Malaya" yang mendirikan kerajaan-kerajaan Melayu di-Tanah Melayu dan berkera'ayatkan orang-orang Melayu. Dari semenjak kurun Masehi yang kelima belas, ramai pula orang-orang China datang berniaga ka-Malaya membawa dagangan-dagangan dari negeri China dan mengambil dagangan-dagangan di-Malaya ini di-jualkan di-negeri China.

1. conquered by
2. defeated the Portuguese
3. from the hands of the Dutch
4. invited the English
5. poor
6. gradually
7. Japanese troops invaded
8. an emergency
9. due to the patience
10. their leaders

In the early part of the sixteenth century A.D., the Malay Kingdom of Malacca, which was then in power and very well-known, was conquered by the Portuguese. That was the first time that Europeans came to rule Malaya. A hundred and thirty years later, the Dutch came and defeated the Portuguese. About two hundred years later, the English came and took Malacca from the hands of the Dutch. The Malay rulers allowed the English to take a few places for themselves, especially Penang and Singapore. Later the Malay rulers invited the English to rule the Malay states. Since then, many Chinese and Indians who were poor in their own countries have been brought into Malaya as laborers, opening new towns and doing small scale trading. Not long after, Malaya gradually began to develop like the countries of the West. After being governed and protected by the English for about a hundred years, during World War II Malaya was invaded and defeated by Japanese troops. The British came to govern Malaya after a period of three and a half years of Japanese rule. Three years after, Malaya was plunged into a serious emergency that was

Part 3

1. telah di-ta'alok
2. mengalahkan Portugis
3. dari tangan Belanda
4. mengajak orang-orang Inggeris
5. kesempitan hidup
6. beransor-ansor
7. tentera Jepun menyerang
8. suatu dharurat
9. oleh sebab kesabaran
10. pemimpin-pemimpin mereka

Pada awal kurun Masehi yang keenam belas, Kerajaan Melayu di-Melaka yang berkuasa dan mashhur itu, telah di-ta'alok oleh orang-orang Pertugis. Itu-lah mula-nya orang-orang Eropah memerentah di-Tanah Melayu. Sa-ratus tiga puloh tahun kemudian daripada itu, orang-orang Belanda pula datang mengalahkan Pertugis. Lebeh kurang dua ratus tahun kemudian daripada itu, datang pula orang-orang Inggeris mengambil Melaka dari tangan Belanda. Raja-raja Melayu telah membenarkan pula orang-orang Inggeris mengambil beberapa buah tempat jadi kepunyaan Inggeris, terutama Pulau Pinang dan Singapura. Lepas itu raja-raja Melayu telah mengajak orang-orang Inggeris masok memerentah ka-negeri-negeri Melayu. Dari semenjak itu ramai orang-orang China dan India, yang kesempitan hidup di-negeri mereka, di-bawa masok ka-Malaya kerana bekerja buroh, membuka pekan-pekan dan berniaga kechil-kechil. Tiada lama kemudian, beransor-ansor Malaya pun terbuka saperti negeri-negeri lain di-barat. Sa-telah lebeh kurang sa-ratus tahun lama-nya Inggeris memerentah dan menaungi negeri-negeri Melayu, dalam masa Perang Dunia Yang Kedua, datang-lah tentera Jepun menyerang dan mengalahkan Malaya. Sa-telah Malaya di-perentahkan oleh Jepun sa-lama tiga sa-tengah tahun, Inggeris pun balek sa-mula memerentah Malaya. Tiga tahun lepas itu, Malaya telah terchebor

caused by the Communist terrorists. But due to the patience of the Malays and their leaders, during the Emergency, in 1957, Malaya gained its independence.

ka-dalam suatu dharurat besar yang di-bangkitkan oleh penjahat-penjahat China Kominis. Dharurat itu berlangsong sa-lama dua belas tahun. Tetapi, oleh sebab kesabaran orang-orang Melayu dan pemimpin-pemimpin mereka, dalam dharurat itu, pada tahun sa-ribu sembilan ratus lima puloh tujoh, negeri-negeri Melayu di-Malaya telah merdeka.

II. *Pronunciation Drills*

See instructions for this section in Lesson 7, page 85.

raja	dan	lama
reja	den	lima
dara	masak	aleh
dari	masok	oleh
chari	tahan	belas
churi	tahun	bilas
lepas	lebeh	erang
lipas	leboh	orang
tempat	ta'alik	bati
tumpat	ta'alok	batu

A: Mr. Basir, who are the aboriginal people of Malaya? And where do they live?

B: The aboriginal people of Malaya are the Semangs and the Sakais; they live in the jungle of Malaya.

A: Have the Malays been in Malaya a long time, Mr. Basir? When did the Malays first come to Malaya?

B: A long time ago, Mr. Ahmad. The Malays came to Malaya about 1,500 B.C.

A: Then when did the Indians come to settle in Malaya?

B: They came to Malaya after the Malays. The Indians first came and settled in Malaya during the first few centuries A.D.

A: When did the Malays first embrace the Islamic faith?

B: About the 14th century B.C.

A: Besides the Indians, who were the people who came in great numbers to settle in Malaya?

Lesson 11

1. Conversation for Listening

See instructions for this section in Lesson 8, page 87.

A: Enche' Basir, orang-orang apa Pendudok-pendudok Asli di-Malaya itu? Dan di-mana mereka diam?

B: Pendudok-pendudok Asli di-Malaya itu, ia-lah orang-orang Semang dan Sakai, mereka diam di-hutan-hutan Malaya.

A: Sudah lama-kah orang-orang Melayu datang ka-Malaya itu, Enche' Basir? Bila orang-orang Melayu mula datang ka-Malaya itu?

B: Sudah sangat lama, Enche' Ahmad. Orang-orang Melayu mula datang ka-Malaya, lebeh kurang sa-ribu lima ratus tahun sa-belum tahun Masehi.

A: Kalau bagitu, bila pula masa-nya orang-orang Hindu mula datang dan mendudoki Malaya itu?

B: Mereka itu datang ka-Malaya kemudian daripada orang Melayu. Orang-orang Hindu mula datang dan mendudoki Malaya, lebeh kurang pada awal kurun Masehi.

A: Bila masa-nya orang-orang Melayu di-Malaya mula masok Ugama Islam?

B: Lebeh kurang dalam kurun Masehi yang keempat belas.

A: Lain daripada orang-orang Hindu, orang-orang apa lagi yang datang beramai-ramai langsong dudok di-

3

B: The Chinese, and the people from the islands of Southeast Asia now called Indonesia.

A: Among those three communities, the Indians, the Chinese and the people from the islands of Indonesia, with which community have the Malays mixed most intimately, and why?

B: With those of the islands of Indonesia, because they are of the same race; they have the same customs, and they have the same religion, too, the Islam religion.

Malaya itu?

B: Orang-orang China, dan orang-orang dari pulau-pulau di-Asia Tenggara yang sekarang di-sebut Indonesia itu.

A: Di-antara ketiga-tiga bangsa itu, Hindu, China dan orang-orang dari pulau-pulau Indonesia itu, dengan bangsa mana yang mesra sa-kali perchamporan orang-orang Melayu itu, dan apa sebab-nya?

B: Dengan orang-orang bangsa dari pulau-pulau Indonesia itu-lah, kerana mereka itu dengan orang Melayu, berasal daripada rumpun bangsa yang sama, dan bahasa, adat istiadat serta ugama mereka pun sama, Ugama Islam.

II. *Conversation for Memorization*

See instructions for this section in Lesson 8, page 89.

A: --- apa Pendudok-pendudok Asli di-Malaya itu?
- Enche' Basir, orang-orang apa Pendudok-pendudok Asli di-Malaya itu?
- Dan di-mana mereka diam?

B: --- mereka diam di-hutan-hutan Malaya.
--- ia-lah orang-orang Semang dan Sakai, mereka diam di-hutan-hutan Malaya.
- Pendudok-pendudok Asli di-Malaya itu, ia-lah orang-orang Semang dan Sakai, mereka diam di-hutan-hutan Malaya.

A: --- datang ka-Malaya itu, Enche' Basir?
- Sudah lama-kah orang-orang Melayu datang ka-Malaya itu, Enche' Basir?
--- datang ka-Malaya itu?
- Bila orang-orang Melayu mula datang ka-Malaya itu?

B:
- Sudah sangat lama, Enche' Ahmad.
--- sa-belum tahun Masehi.
--- lebeh kurang sa-ribu lima ratus tahun sa-belum tahun Masehi.
- Orang-orang Melayu mula datang ka-Malaya, lebeh kurang sa-ribu lima ratus tahun sa-belum tahun Masehi.

A: --- dan mendudoki Malaya itu?
--- orang-orang Hindu mula datang dan mendudoki Malaya itu?
- Kalau bagitu, bila pula masa-nya orang-orang Hindu mula datang dan mendudoki Malaya itu?

B: --- daripada orang Melayu.
- Mereka itu datang ka-Malaya kemudian daripada orang Melayu.
--- lebeh kurang pada awal kurun Masehi.
--- dan mendudoki Malaya, lebeh kurang pada awal kurun Masehi.
- Orang-orang Hindu mula datang dan mendudoki Malaya, lebeh kurang pada awal kurun Masehi.

A: --- mula masok Ugama Islam?
- Bila masa-nya orang-orang Melayu di-Malaya mula masok Ugama Islam?

B: --- yang keempat belas.
- Lebeh kurang dalam kurun Masehi yang keempat belas.

A: --- yang datang beramai-ramai langsong dudok di-Malaya itu?
--- orang-orang apa lagi yang datang beramai-ramai langsong dudok di-Malaya itu?

- Lain daripada orang-orang Hindu, orang-orang apa lagi yang datang beramai-ramai langsong dudok di-Malaya itu?

B: --- yang sekarang di-sebut Indonesia itu.
--- dan orang-orang dari pulau-pulau di-Asia Tenggara yang sekarang di-sebut Indonesia itu.

- Orang-orang China, dan orang-orang dari pulau-pulau di-Asia Tenggara yang sekarang di-sebut Indonesia itu.

A: --- dan apa sebab-nya?
--- yang mesra sa-kali perchamporan orang-orang Melayu itu, dan apa sebab-nya?
--- dengan bangsa mana yang mesra sa-kali perchamporan orang-orang Melayu itu, dan apa sebab-nya?
--- dan orang-orang dari pulau-pulau Indonesia itu, dengan bangsa mana yang mesra sa-kali perchamporan orang-orang Melayu itu, dan apa sebab-nya?

- Di-antara ketiga-tiga bangsa itu, Hindu, China dan orang-orang dari pulau-pulau Indonesia itu, dengan bangsa mana yang mesra sa-kali perchamporan orang-orang Melayu itu, dan apa sebab-nya?

B: --- adat istiadat serta ugama mereka pun sama, Ugama Islam.
--- berasal daripada rumpun bangsa yang sama, dan bahasa, adat istiadat serta ugama mereka pun sama, Ugama Islam.

--- kerana mereka itu dengan orang Melayu, berasal daripada rumpun bangsa yang sama, dan bahasa, adat istiadat serta ugama mereka pun sama, Ugama Islam.

- Dengan orang-orang bangsa dari pulau-pulau Indonesia itu-lah, kerana mereka itu dengan orang Melayu, berasal daripada rumpun bangsa yang sama, dan bahasa, adat istiadat serta ugama mereka pun sama, Ugama Islam.

III. *Conversation for Fluency*

See instructions for this section in Lesson 8, page 93.

IV. *Conversation for Listening*

See instructions for this section in Lesson 8, page 94.

V. *Conversation for Participation*

See instructions for this section in Lesson 8, page 94.

A: Enche' Basir, orang-orang apa Pendudok-pendudok Asli di-Malaya itu? Dan di-mana mereka diam?

B: * * *

A: Sudah lama-kah orang-orang Melayu datang ka-Malaya itu, Enche' Basir? Bila orang-orang Melayu mula datang ka-Malaya itu?

B: * * *

A: Kalau bagitu, bila pula masa-nya orang-orang Hindu mula datang dan mendudoki Malaya itu?

B: * * *

A: Bila masa-nya orang-orang Melayu di-Malaya mula masok Ugama Islam?

B: * * *

A: Lain daripada orang-orang Hindu, orang-orang apa lagi yang datang beramai-ramai langsong dudok di-Malaya itu?

B: * * *

A: Di-antara ketiga-tiga bangsa itu, Hindu, China dan orang-orang dari pulau-pulau Indonesia itu, dengan bangsa mana yang mesra sa-kali perchamporan orang-orang Melayu itu, dan apa sebab-nya?

B: * * *

A: * * *

B: Pendudok-pendudok Asli di-Malaya itu, ia-lah orang-orang Semang dan Sakai, mereka diam di-hutan-hutan Malaya.

A: * * *

B: Sudah sangat lama, Enche' Ahmad. Orang-orang

Melayu mula datang ka-Malaya, lebeh kurang sa-ribu lima ratus tahun sa-belum tahun Masehi.

A: * * *

B: Mereka itu datang ka-Malaya kemudian daripada orang Melayu. Orang-orang Hindu mula datang dan mendudoki Malaya, lebeh kurang pada awal kurun Masehi.

A: * * *

B: Lebeh kurang dalam kurun Masehi yang keempat belas.

A: * * *

B: Orang-orang China, dan orang-orang dari pulau-pulau di-Asia Tenggara yang sekarang di-sebut Indonesia itu.

A: * * *

B: Dengan orang-orang bangsa dari pulau-pulau Indonesia itu-lah, kerana mereka itu dengan orang Melayu, berasal daripada rumpun bangsa yang sama, dan bahasa, adat istiadat serta ugama mereka pun sama, Ugama Islam.

VI. *Question and Answer Test*

See instructions for this section in Lesson 8, page 97.

1. Orang-orang apa-kah yang di-namakan Pendudok Asli Malaya?
   a. Pendudok Asli Malaya ia-lah orang-orang

Hindu dan China.
b. Pendudok Asli Malaya ia-lah orang-orang Melayu dan Indonesia.
c. Pendudok Asli Malaya ia-lah orang-orang Semang dan Sakai.
d. * * *

2. Bila-kah masa-nya orang-orang Melayu mula datang mendudoki Malaya?
a. Orang-orang Melayu mula datang mendudoki Malaya pada awal Kurun Masehi.
b. Orang-orang Melayu mula datang mendudoki Malaya lima ribu tahun sa-belum Tahun Masehi.
c. Orang-orang Melayu mula datang mendudoki Malaya sa-ribu lima ratus tahun sa-belum Tahun Masehi.
d. * * *

3. Bila masa-nya orang-orang Hindu mula datang langsong mendudoki Malaya?
a. Orang-orang Hindu mula datang langsong mendudoki Malaya pada awal Kurun Masehi yang kelima.
b. Orang-orang Hindu mula datang langsong mendudoki Malaya dalam Kurun Masehi yang kempat belas.
c. Orang-orang Hindu mula datang langsong mendudoki Malaya pada awal Kurun Masehi.
d. * * *

4. Bila masa-nya orang-orang Melayu di-Malaya mula masok Ugama Islam?
a. Orang-orang Melayu di-Malaya mula masok Ugama Islam dalam Kurun Masehi yang kelima belas.
b. Orang-orang Melayu di-Malaya mula masok Ugama Islam dalam Kurun Masehi yang kedua.
c. Orang-orang Melayu di-Malaya mula masok Ugama Islam dalam Kurun Masehi yang kempat belas.
d. * * *

5. Lain daripada orang-orang Melayu, orang-orang apa yang ramai sa-kali di-Malaya?
   a. Lain daripada orang-orang Malayu, yang ramai sa-kali di-Malaya ia-lah orang-orang India dan orang-orang Pakistan.
   b. Lain daripada orang-orang Melayu, yang ramai sa-kali di-Malaya ia-lah orang-orang Semang dan Sakai.
   c. Lain daripada orang-orang Melayu, yang ramai sa-kali di-Malaya, ia-lah orang-orang China.
   d. * * *

1. I am thinking.
2. They are wrestling.
3. I am wearing black shoes.
4. I did not spend the night in Kuala Lumpur.

Lesson 12

Grammar Notes and Drills

PREFIXES, continued

The prefix ber- has four uses:

a. to show an action done by oneself
   Saya berdiri.
   I stand.

b. to show an action done by two parties
   Budak-budak itu bertumbok.
   The boys are fighting.

c. to show possession
   Saya berbaju hijau.
   I have a green dress.

d. to show an established fact
   Buku-buku itu bersusun.
   The books are already arranged.

Drill 1

1. Saya berfikir.
2. Mereka bergusti.
3. Saya berkasut hitam.
4. Saya tidak bermalam di-Kuala Lumpur.

1. Father is resting on the verandah.
2. I did something wrong.
3. I walked to his house.
4. He didn't say anything.
5. The old man shouted.
6. My brother cut himself while he was shaving.

1. The bulls are fighting.
2. I shook hands with her.
3. Aminah married Omar.
4. I met Father.
5. His car collided with a bus.
6. I promised him that I will come.

1. I am wearing long pants.
2. The Malays have black hair.
3. Mother is wearing a diamond bracelet.
4. The pupils wear white shoes.

Drill 2

1. Bapa berbaring di-serambi.
2. Saya berbuat salah.
3. Saya berjalan ka-rumah-nya.
4. Dia tidak berkata apa-apa.
5. Orang tua itu bertempek.
6. Abang saya luka masa dia berchukor.

Drill 3

1. Lembu jantan itu berlaga.
2. Saya berjabat tangan dia.
3. Aminah berkahwin dengan Omar.
4. Saya bertemu dengan bapa.
5. Kereta-nya berlangar dengan bas.
6. Saya berjanji dengan dia akan datang.

Drill 4

1. Saya berseluar panjang.
2. Orang Melayu berambut hitam.
3. Ibu bergelang berlian.
4. Murid-murid itu berkasut puteh.

5. Rustum is a Zoroastrian.
6. He is an educated man.

1. The four of us went to meet him.
2. The bad boys gathered around in the street.
3. The five of them have been expelled.
4. The buses in Kuala Lumpur are doubled-decked.
5. The clothes have been folded.
6. His wounds have been bandaged.

1. The children are shouting all the time.
2. The children are running about on the street.
3. The children are playing about in the garden.
4. The young man is whistling happily.
5. I feel nervous all the time.
6. The children are rolling about on the sand.
7. We went round and round looking for your house.
8. They take turns to look after their little sister.

5. Rustum berugama Majusi.

6. Dia itu sa-orang yang berpelajaran.

Drill 5

1. Kami berempat pergi menemui-nya.

2. Budak-budak jahat itu berkumpul di-tepi jalan.

3. Mereka berlima telah di-pechat.

4. Bas-bas di-Kuala Lumpur bertingkat.

5. Baju-baju itu sudah berlipat.

6. Luka-luka-nya sudah berbalut.

The prefix ber- added to a reduplicated verb indicates frequency of action or continuous action.

Drill 6

1. Budak-budak itu berteriak-teriak.

2. Budak-budak itu berlari-lari di-jalan.

3. Budak-budak itu bermain-main di-halaman.

4. Orang muda itu bersiol-siol dengan riang-nya.

5. Hati saya berdebar-debar sahaja.

6. Kanak-kanak itu berguling-guling di-pasir.

7. Kami berpusing-pusing menchari rumah awak.

8. Mereka bergilir-gilir menjaga adek perempuan mereka.

1. The child fell.
2. He sprained his leg.
3. I saw a falling star.
4. He found a purse of money.

1. The milk has all been spilt.
2. I knocked the cup from the table.
3. Hafsah accidently took poison.
4. Sorry, I took your book by mistake.
5. The house caught fire.
6. He caught hold of a dead branch.

The prefix ter- has four uses:

a. to show something done accidentally
   Saya terpijak kulit pisang.
   I stepped on a banana skin.
b. to show willingness or ability to do something
   Saya terbacha buku itu dalam sa-hari.
   I can read that book in one day.
c. to show accomplished action
   Bahasa kebangsaan sudah terpakai di-sekolah-sekolah.
   The national language is used in the schools.
d. to show the superlative degree, discussed below in Lesson 21

Drill 7

1. Budak itu terjatoh.
2. Kaki-nya terselioh.
3. Saya ternampak bintang jatoh.
4. Dia terjumpa sa-pundi wang.

Drill 8

1. Susu itu habis tertumpah.
2. Saya tersinggong chawan itu dari meja.
3. Hafsah terminum rachun.
4. Ma'af, saya terambil buku awak.
5. Rumah itu terbakar.
6. Dia terpegang dahan mati.

1. Can you eat all that?
2. I can carry that box.
3. Can one afford such an expensive thing?
4. He can carry that log.
5. Can he jump that far?
6. He managed to do the work after all.

1. His home is neglected.
2. This book was printed ten years ago.
3. This article was written by Mustafa.
4. His mouth is open.
5. His door is always closed.
6. I received him with open arms.

Drill 9

1. Termakan oleh awak semua ini?
2. Terangkat oleh saya peti itu.
3. Terbeli-kah barang sa-mahal itu?
4. Terpikul oleh-nya balak itu.
5. Terlompat oleh-nya sa-jauh itu?
6. Terbuat jugak oleh-nya pekerjaan itu.

Drill 10

1. Rumah tangga-nya terbengkalai.
2. Buku ini terchetak sa-puloh tahun dahulu.
3. Renchana ini terkarang oleh Mustafa.
4. Mulut-nya ternganga.
5. Pintu-nya selalu tertutup.
6. Saya terima-nya dengan tangan terbuka.

The prefix per- has two uses:

a. to create verbs from adjectives and nouns

Jangan perhambakan saya.
Don't treat me like a slave.

b. to show fractions

Dua pertiga murid-murid itu lulus.
Two-thirds of the pupils passed.

1. Increase your knowledge.
2. Watch carefully.
3. One fifth of them are Eurasians.
4. Half of them were lost.

1. Widen your experience.
2. Reduce your expenditure.
3. Decorate your home moderately.
4. Don't tease him.
5. Let's air our clothes.
6. Please repair my watch.
7. Refine your speech.
8. Put the goats in their pen.

1. One-fortieth is for this year's tithe.
2. Two-fifths of those books are his work.
3. Three-fourths of the population here are Chinese.

Drill 11

1. Pertinggikan pengetahuan kamu.
2. Perhatikan dengan teliti.
3. Satu perlima dari mereka Nasrani.
4. Satu perdua dari-nya sudah hilang.

Drill 12

1. Perluaskan pengalaman awak.
2. Perkechilkan perbelanjaan awak itu.
3. Perhiasi-lah rumah awak dengan sederhana.
4. Jangan perolok-olok-kan dia.
5. Mari kita peranginkan baju-baju kita.
6. Tolong perbaiki jam saya ini.
7. Perhalusi-lah tutor bahasa-mu.
8. Perebankan kambing-kambing itu.

Drill 13

1. Satu perempat-puloh untok zakat tahun ini.
2. Dua perlima daripada buku-buku itu karangan-nya.
3. Tiga perempat daripada pendudok di-sini orang China.

4. There is a hundred percent pass in this year's examination.
5. We have to pay fifteen percent interest.
6. One-eighth of it I save.
7. Its length is only one-ninth of an inch.
8. One-third of the undergraduates here are women.

4. Kelulusan pepereksaan tahun ini satu peratus.

5. Kita kena bayar lima belas peratus bunga-nya.

6. Satu perlapan daripada-nya saya simpan.

7. Panjang-nya chuma tujoh persembilan inchi.

8. Satu pertiga daripada mahasiswa-mahasiswa di-sini perempuan.

Unit 4

NEGERI-NEGERI TANAH MELAYU

Lessons 13-15

1. separated from
2. narrow strait
3. linked with
4. sea-resorts
5. mengkuang leaves
6. its rice fields
7. close to
8. on the west coast
9. historical remains
10. long ago

At the extreme south of Malaya is the State of Johore, separated from Singapore by a narrow strait. It is the capital of Johore Baharu, and this is where the Sultan of Johore resides. Johore Baharu is linked with Singapore by a well known causeway called "The Johore Causeway," for road and rail. On the east coast is the South China Sea; on the west the Straits of Malacca. Apart from rubber, Johore produces much palm oil and pineapples. To the north of Johore is Negeri Sembilan. Its capital is Seremban. The Straits of Malacca forms the coastline of Negeri Sembilan. Negeri Sembilan's beach, at Port Dickson, which is ten miles long, is famous for its beautiful sea-resorts. The Malays on this coast are well known for making bags, mats, caskets and other things from mengkuang leaves. The Rembau district is famous for its wide rice fields. The Ruler of Negeri Sembilan is known as the Yang di-Pertuan Besar instead of Sultan. Close to Negeri Sembilan, on the

Lesson 13

I. Reading

See instructions for this section in Lesson 7, page 79.

Part 1

1. tercherai daripada
2. selat sempit
3. bersambong dengan
4. tempat mandi-laut
5. daun mengkuang
6. sawah padi-nya
7. berhampiran dengan
8. di-pantai barat
9. bekas-bekas sejarah
10. zaman dahulu

Di-hujong selatan "Malaya" ia-lah negeri Johor; tercherai daripada Singapura oleh sa-buah selat sempit. Kepala negeri Johor bernama Johor Baharu; di-sini-lah bersemayam Sultan Johor. Johor Baharu bersambong dengan Singapura oleh suatu tambak yang mashhur bernama "Tambak Johor" bagi jalan raya dan jalan kereta-api. Di-sa-belah timor, berpantaikan Laut China Selatan; di-sa-belah barat Selat Melaka. Sa-lain daripada getah, Johor banyak menghasilkan kelapa sawit dan nenas. Di-sa-belah utara Johor ada-lah Negeri Sembilan, dengan kepala negeri-nya yang bernama Seremban. Negeri Sembilan berpantaikan Selat Melaka. Pantai laut Negeri Sembilan di-Port Dickson, sa-panjang sa-puloh batu, mashhur chantek-nya bagi tempat mandi-laut. Orang-orang Melayu di-sa-belah pantai itu mashhur pandai membuat beg, tikar, rombong dan lain-lain yang di-buat daripada daun mengkuang. Daerah

west coast, is the State of Malacca; this state is more historically known than the other states in Malaya. In this state one can find many historical remains left by the Portuguese, the Dutch and the Chinese of long ago. Malacca is administered by a Malayan governor.

1. its capital
2. the capital of Perak
3. attractive and clean
4. building called
5. mispronunciation
6. its scenery
7. tourists have named it
8. worth visiting
9. to a height of
10. usually called

North of Negeri Sembilan, on the west coast of Malaya, is the State of Selangor. The capital of this state is Klang. Selangor's important port is Port Swettenham, accessible to big vessels. The Sultan of Selangor resides in Klang, in his new and beautiful palace called "Istana Alam Shah." Its fine sea-resort is Morib. North of Selangor is the State of Perak. It is famous throughout the world as a great producer of tin ore, especially the Kinta district. The capital of Perak is Ipoh, an attractive and clean town. The Sultan of Perak resides at Bukit Chandan, Kuala Kangsar, in the big and fine building called "Istana Iskandariah." The state that is known as Penang includes a strip of the mainland, opposite Penang Island, known as "Seberang Perai," and is also

Rembau mashhur luas sawah padi-nya. Pemerentah Negeri Sembilan bergelar Yang di-Pertuan Besar, bukan Sultan. Berhampiran dengan Negeri Sembilan, di-pantai barat, ada-lah Negeri Melaka; negeri yang mashhur sejarah-nya daripada semua negeri-negeri di-Malaya. Di-negeri ini banyak di-dapati bekas-bekas sejarah, peninggalan orang-orang Pertugis, Belanda dan orang-orang China zaman dahulu. Melaka di-perentahkan oleh sa-orang anak Malaya bergelar Governor.

Part 2

1. kepala negeri-nya
2. kepala negeri Perak
3. chantek dan berseh
4. bangunan-nya bernama
5. ia-itu kepelatan
6. pemandangan alam-nya
7. pelanchong-pelanchong menggelar-nya
8. yang elok di-lawati
9. hingga sa-tinggi
10. biasa di-sebut

Di-utara Negeri Sembilan ia-lah negeri Selangor, di-bahagian barat Malaya. Kepala negeri-nya bernama Kelang. Pelabohan-nya yang terutama bernama Port Swettenham; boleh di-singgahi oleh kapal-kapal besar. Sultan Selangor bersemayam di-bandar Kelang; istana baharu-nya yang endah bernama "Istana Alam Shah." Tempat mandi-laut-nya yang chantek bernama Morib. Di-utara daripada negeri Selangor ia-lah negeri Perak. Mashhur seluroh dunia kerana banyak mengeluarkan bijeh timah; terutama dari daerah yang bernama Kinta. Kepala negeri Perak bernama Ipoh, sa-buah bandar yang chantek dan berseh. Sultan Perak bersemayam di-Bukit Chandan, Kuala Kangsar, di-istana-nya yang besar dan endah bangunan-nya bernama "Istana Iskandariah."

called by the Europeans "Province Wellesley." "Pulau Pinang" is known to the Europeans as "Penang," a mispronunciation of the word "Pinang." The island of Penang has an area of 108 square miles; Province Wellesley has an area of 280 square miles. Penang is so famous for its beautiful scenery that the tourists have named it "Pearl of the Orient." There are many places worth visiting, especially Penang Hill with its hill railway ascending to a height of 2,400 feet above sea level. The town is called "George City," but usually called "Penang" only; and the Malays call it "Tanjong."

1. rice production
2. few jungles
3. further north
4. the smallest
5. beach
6. craftmanship
7. weaving cloth
8. embroidered with
9. often used
10. gold mine

The most northern states of Malaya, on the west coast, are Kedah and Perlis. The capital of Kedah is Alor Star, and that is where the Sultan of Kedah resides. Kedah is famous for its large quantity of rice production, as there are few jungles in that state. Further north than Kedah is the State of Perlis, the smallest state in the Federation of Malaya; its area is 316 square miles. The capital of Perlis is Kangar. The Raja of Perlis resides in Arau.

Wilayah atau negeri yang di-namakan Pulau Pinang itu, termasok-lah daerah di-tanah besar Malaya yang bersatentang dengan Pulau Pinang, bernama Seberang Perai atau di-sebut juga oleh orang-orang puteh "Province Wellesley." Pulau Pinang itu sendiri di-sebut juga oleh orang-orang puteh "Penang," ia-itu kepelatan daripada kata "Pinang." Pulau Pinang itu sendiri, luas-nya sa-ratus lapan batu persegi; Seberang Perai luas-nya dua ratus lapan puloh batu persegi. Di-Pulau Pinang itu mashhur kerana pemandangan alam-nya yang endah, sahingga pelanchong-pelanchong menggelar-nya "Mutiara Timor." Di-sana banyak tempat-tempat yang elok di-lawati, terutama Bukit Bendera Pulau Pinang yang di-sebut "Penang Hill"; ada kereta-api naik bukit itu hingga sa-tinggi dua ribu empat ratus kaki dari muka laut. Bandar-nya bernama "Bandar-raya George" (George City); tetapi biasa di-sebut "Penang" sahaja; orang-orang Melayu memanggil-nya "Tanjong."

Part 3

1. mengeluarkan hasil padi
2. tiada banyak hutan
3. ka-utara lagi
4. yang kechil sa-kali
5. pantai laut-nya
6. pandai bertukang
7. bertenun kain
8. di-sulam dengan
9. yang selalu di-pakai
10. lombong emas

Negeri yang ka-utara sa-kali di-Malaya, di-pantai barat, ia-lah Kedah dan Perlis. Kepala negeri Kedah bernama Alor Star; di-situ-lah bersemayam-nya Sultan Kedah. Negeri Kedah mashhur kerana banyak mengeluar-kan hasil padi, dan dalam negeri itu tiada banyak hutan. Ka-utara lagi daripada negeri Kedah, ia-lah negeri Perlis, negeri yang kechil sa-kali, di-Persekutuan Tanah Melayu; luas-nya tiga ratus enam belas batu persegi. Kepala

On the east coast of Malaya, the states which are along the South China sea are Kelantan, Trengganu and Pahang. The greater part of the inhabitants of Kelantan and Trengganu are Malays, and most of the beaches are beautiful. The capital of Kelantan is Kota Baharu. The capital of Trengganu is Kuala Trengganu. The people of Kelantan and Trengganu are well known for their craftmanship in silver-ware and weaving cloth embroidered with silver or gold threads, which are often used by Malays for their formal clothes. The State of Pahang is the largest in the Federation of Malaya, having an area of almost 14,000 square miles. The capital is Kuantan. In Raub there is a gold mine. The Sultan of Pahang resides in Pekan.

negeri-nya bernama Kangar. Raja Perlis bersemayam di-bandar Arau. Di-sa-belah pantai timor Malaya, negeri-negeri yang berpantaikan Laut China Selatan, ada-lah negeri Kelantan, Terengganu dan Pahang. Negeri Kelantan dan Terengganu lebeh ramai pendudok-nya orang-orang Melayu, dan banyak pantai laut-nya yang endah-endah. Kepala negeri Kelantan bernama Kota Baharu. Kepala negeri Terengganu bernama Kuala Terengganu. Orang-orang Melayu di-Kelantan dan Terengganu mashhur pandai bertukang membuat per-kakas daripada perak dan bertenun kain yang di-nama-kan "Kain Songkit," ia-itu sa-jenis kain di-sulam dengan benang perak atau emas, yang selalu di-pakai oleh orang-orang Melayu sa-bagai pakaian kebesaran. Negeri Pahang ia-lah negeri yang luas sa-kali di-Per-sekutuan Tanah Melayu; hampir empat belas ribu batu persegi luas-nya. Kepala negeri-nya bernama Kuantan. Di-Raub ada lombong emas. Sultan Pahang bersemayam di-bandar yang bernama Pekan.

II. *Pronunciation Drills*

See instructions for this section in Lesson 7, page 85.

bagi	batu	ibu
pagi	satu	itu
padi	dada	buah
pagi	pada	buat
ajak	kini	emak
anak	sini	emas
lain	kali	laut
main	kami	raut

nama	raya	Arau
sama	saya	atau

A: Mr. Basir, what's the name of the causeway linking Singapore Island and the mainland of Malaya?

B: In English it's called the "Johore Causeway," in Malay it's called "Tambak Johor."

A: Oh, so the State of Johore is the southernmost state in Malaya?

B: Yes, that's right, and to the north of Johore there are three other states.

A: What are those states?

B: Malacca, Negeri Sembilan and the State of Pahang. Malacca and Negeri Sembilan on the west coast, and Pahang on the east coast.

A: Have you been to Negeri Sembilan?

B: I have. I had a swim at Port Dickson, the beach for Negeri Sembilan — the beach there is simply beautiful.

A: What other states have you visited?

B: The State of Selangor to the north of Negeri Sembilan, and Perak to the north of Selangor.

A: What are there in Selangor and Perak?

Lesson 14

I. Conversation for Listening

See instructions for this section in Lesson 8, page 87.

A: Enche' Basir, apa nama tambak yang menyambong-kan Pulau Singapura dengan tanah besar Malaya itu?

B: Dalam bahasa Inggeris di-sebut "Johore Causeway," dalam bahasa Melayu di-sebut "Tambak Johor."

A: Oh, jadi negeri Johor-lah yang ka-selatan sa-kali di-Malaya itu, ya?

B: Ya, betul, dan di-utara daripada negeri Johor itu, ada tiga buah negeri lagi

A: Apa nama negeri-negeri itu?

B: Melaka, Negeri Sembilan dan negeri Pahang. Melaka dan Negeri Sembilan itu, di-sa-belah pantai barat, dan Pahang di-pantai timor.

A: Awak sudah pergi ka-Negeri Sembilan itu?

B: Sudah, saya pergi mandi ka-pantai laut Negeri Sembilan itu, di-Port Dickson — pantai di-situ sangat chantek.

A: Lagi, ka-negeri-negeri mana awak pernah melawat?

B: Ka-negeri Selangor di-utara Negeri Sembilan, dan ka-negeri Perak di-utara Selangor.

A: Apa ada di-Selangor dan di-Perak itu?

B: In the State of Selangor is the town of Kuala Lumpur, the capital of the Federation of Malaya. In Perak, especially in the Kinta district, a large amount of tin ore is produced.

A: What other states in Malaya have you visited, and which haven't you visited yet?

B: I have visited Penang, Kedah, Perlis, Malacca and Pahang. But I have not visited Kelantan and Trengganu.

B: Dalam negeri Selangor itu-lah dudok-nya bandar Kuala Lumpur, kepala negeri bagi seluroh Persekutuan Tanah Melayu. Di-negeri Perak itu, terutama di-daerah Kinta, banyak mengeluarkan hasil bijeh timah.

A: Negeri-negeri apa lagi di-Malaya itu yang sudah awak lawat, dan yang belum awak lawat?

B: Pulau Pinang, Kedah, Perlis, Melaka dan Pahang, sudah saya lawat. Tetapi negeri-negeri Kelantan dan Terengganu belum saya lawat.

II. *Conversation for Memorization*

See instructions for this section in Lesson 8, page 89.

A: --- dengan tanah besar Malaya itu?
--- yang menyambongkan Pulau Singapura dengan tanah besar Malaya itu?

- Enche' Basir, apa nama tambak yang menyambongkan Pulau Singapura dengan tanah besar Malaya itu?

B: --- dalam bahasa Melayu di-sebut "Tambak Johor."

- Dalam bahasa Inggeris di-sebut "Johore Causeway," dalam bahasa Melayu di-sebut "Tambak Johor."

A: --- yang ka-selatan sa-kali di-Malaya itu, ya?

- Oh, jadi negeri Johor-lah yang ka-selatan sa-kali di-Malaya itu, ya?

B: --- ada tiga buah negeri lagi.
--- dan di-utara daripada negeri Johor itu, ada tiga buah negeri lagi.

● Ya, betul, dan di-utara daripada negeri Johor itu, ada tiga buah negeri lagi.

A: ● Apa nama negeri-negeri itu?

B: ● Melaka, Negeri Sembilan dan negeri Pahang.
--- dan Pahang di-pantai timor.
--- di-sa-belah pantai barat, dan Pahang di-pantai timor.

● Melaka dan Negeri Sembilan itu, di-sa-belah pantai barat, dan Pahang di-pantai timor.

A: ● Awak sudah pergi ka-Negeri Sembilan itu?

B: --- pantai di-situ sangat chantek.
--- ka-pantai laut Negeri Sembilan itu, di-Port Dickson — pantai di-situ sangat chantek.

● Sudah, saya pergi mandi ka-pantai laut Negeri Sembilan itu, di-Port Dickson — pantai di-situ sangat chantek.

A: ● Lagi, ka-negeri-negeri mana awak pernah melawat?

B: --- dan ka-negeri Perak di-utara Selangor.

● Ka-negeri Selangor di-utara Negeri Sembilan, dan ka-negeri Perak di-utara Selangor.

A: ● Apa ada di-Selangor dan di-Perak itu?

B: --- kepala negeri bagi seluroh Persekutuan Tanah Melayu.
--- dudok-nya bandar Kuala Lumpur, kepala negeri bagi seluroh Persekutuan Tanah Melayu.

- Dalam negeri Selangor itu-lah dudok-nya bandar Kuala Lumpur, kepala negeri bagi seluroh Persekutuan Tanah Melayu.

--- banyak mengeluarkan hasil bijeh timah.
--- terutama di-daerah Kinta, banyak mengeluarkan hasil bijeh timah.

- Di-negeri Perak itu, terutama di-daerah Kinta, banyak mengeluarkan hasil bijeh timah.

A: --- dan yang belum awak lawat?
--- yang sudah awak lawat, dan yang belum awak lawat?

- Negeri-negeri apa lagi di-Malaya itu yang sudah awak lawat, dan yang belum awak lawat?

B: --- Melaka dan Pahang, sudah saya lawat.

- Pulau Pinang, Kedah, Perlis, Melaka dan Pahang, sudah saya lawat.

--- dan Terengganu belum saya lawat.

- Tetapi negeri-negeri Kelantan dan Terengganu belum saya lawat.

III. *Conversation for Fluency*

See instructions for this section in Lesson 8, page 93.

IV. Conversation for Listening

See instructions for this section in Lesson 8, page 94.

V. Conversation for Participation

See instructions for this section in Lesson 8, page 94.

A: Enche' Basir, apa nama tambak yang menyambong-kan Pulau Singapura dengan tanah besar Malaya itu?

B: * * *

A: Oh, jadi negeri Johor-lah yang ka-selatan sa-kali di-Malaya itu, ya?

B: * * *

A: Apa nama negeri-negeri itu?

B: * * *

A: Awak sudah pergi ka-Negeri Sembilan itu?

B: * * *

A: Lagi, ka-negeri-negeri mana awak pernah melawat?

B: * * *

A: Apa ada di-Selangor dan di-Perak itu?

B: * * *

A: Negeri-negeri apa lagi di-Malaya itu yang sudah

awak lawat, dan yang belum awak lawat?

B: * * *

A: * * *

B: Dalam bahasa Inggeris di-sebut "Johore Causeway," dalam bahasa Melayu di-sebut "Tambak Johor."

A: * * *

B: Ya, betul, dan di-utara daripada negeri Johore itu, ada tiga buah negeri lagi.

A: * * *

B: Melaka, Negeri Sembilan dan negeri Pahang. Melaka dan Negeri Sembilan itu, di-sa-belah pantai barat, dan Pahang di-pantai timor.

A: * * *

B: Sudah, saya pergi mandi ka-pantai laut Negeri Sembilan itu, di-Port Dickson — pantai di-situ sangat chantek.

A: * * *

B: Ka-negeri Selangor di-utara Negeri Sembilan, dan ka-negeri Perak di-utara Selangor.

A: * * *

B: Dalam negeri Selangor itu-lah dudok-nya bandar Kuala Lumpur, kepala negeri bagi seluroh Persekutuan Tanah Melayu. Di-negeri Perak itu, terutama di-daerah Kinta, banyak mengeluarkan hasil bijeh timah.

A: * * *

B: Pulau Pinang, Kedah, Perlis, Melaka dan Pahang, sudah saya lawat. Tetapi negeri-negeri Kelantan dan Terengganu belum saya lawat.

VI. *Question and Answer Test*

See instructions for this section in Lesson 8, page 97.

1. Apa nama-nya dalam bahasa Melayu, benda yang menyambongkan Pulau Singapura dengan tanah besar Malaya?
   a. Nama-nya dalam bahasa Melayu "Jambatan Victoria."
   b. Nama-nya dalam bahasa Melayu "Kapal Tambang"
   c. Nama-nya dalam bahasa Melayu "Tambak Johor."
   d. * * *

2. Negeri Perak dudok-nya pada arah mata-angin apa dari negeri Selangor?
   a. Negeri Perak dudok-nya di-utara negeri Selangor.
   b. Negeri Perak dudok-nya di-selatan negeri Selangor.
   c. Negeri Perak dudok-nya di-barat negeri Selangor.
   d. * * *

3. Dekat bandar apa di-Negeri Sembilan yang chantek pantai laut-nya?
   a. Dekat bandar Port Swettenham.
   b. Dekat bandar Johor Baharu.
   c. Dekat bandar Port Dickson.
   d. * * *

4. Di-negeri Perak termashhur banyak mengeluarkan hasil apa?
   a. Di-negeri Perak termashhur banyak mengeluarkan hasil besi.
   b. Di-negeri Perak termashhur banyak mengeluarkan hasil bijeh-timah.
   c. Di-negeri Perak termashhur banyak mengeluarkan hasil nenas.
   d. * * *

5. Negeri Terengganu di-pantai sa-belah mana di-Malaya?
   a. Terengganu dudok-nya di-sa-belah pantai barat Malaya.
   b. Terengganu dudok-nya di-sa-belah pantai timor di-Malaya.
   c. Terengganu dudok-nya di-sa-belah pantai selatan Malaya.
   d. * * *

1. The wood is cut into short pieces.
2. It was there that the accident happened.
3. I was born during the Japanese occupation.
4. There is a gold mine at Raub.
5. I was treated well.
6. I was given a present by Father.
7. In the orchard, there are many mangosteens.
8. The thief was caught by the police.
9. There is a cheap sale on, at that shop.
10. The book was hidden by him.

Lesson 15

I. Grammar Notes and Drills

PREFIXES, continued

The prefix di- has two uses:
a. to indicate the passive voice in transitive verbs
Zabedah di-gigit kuching.
Zabedah was bitten by a cat.
b. to show direction
Kami dudok di-sana.
We live over there.

Drill 1

1. Kayu itu di-kerat pendek-pendek.
2. Di-sini-lah kemalangan itu berlaku.
3. Saya di-peranakkan dalam pemerentahan Jepun.
4. Di-Raub ada lombong emas.
5. Saya di-layani dengan baik.
6. Saya di-beri hadiah oleh ayah.
7. Di-dusun itu ada banyak manggis.
8. Penchuri itu di-tangkap oleh mata-mata.
9. Di-kedai itu ada jualan murah.
10. Di-sembunyikan-nya buku itu.

1. The dog was beaten by that naughty boy.
2. Ali was scolded by his mother.
3. She cried because she was pinched by her sister.
4. She screamed because she was chased by a dog.
5. The rice is wrapped in banana leaves.
6. The durian is not to be split yet.
7. Whenever he comes he always brings flowers.
8. I was invited by him to see a movie.

1. There are crocodiles in that river.
2. There are many lotus flowers in that pond.
3. There are wild animals in the jungle.
4. It was over there that we picnicked.
5. In Manila there are Muslims, too.
6. In the West, the women are independent.
7. In Siam there are people who weave cloth.
8. In my house everybody is healthy.

Drill 2

1. Anjing itu di-pukul oleh budak nakal itu.
2. Ali di-marahi oleh ibu-nya.
3. Dia menangis kerana di-chubit oleh kakak-nya.
4. Dia menjerit kerana di-kejar anjing.
5. Nasi itu di-bungkus dalam daun pisang.
6. Jangan di-belah durian itu dahulu.
7. Bila dia datang selalu di-bawa-nya bunga.
8. Saya di-ajak-nya melihat wayang gambar.

Drill 3

1. Di-sungai itu ada buaya.
2. Banyak bunga teratai di-kolam itu.
3. Ada binatang liar di-hutan itu.
4. Di-situ-lah kami berkelah.
5. Di-Manila ada juga orang Islam.
6. Di-barat orang-orang perempuan-nya bebas.
7. Di-Siam ada orang menenun kain.
8. Di-rumah saya semua-nya sehat.

1. Of what use is wealth to him?
2. I was third in the test.
3. The rice died due to the lack of water.
4. He admitted his fault.
5. Take the fourth from the left.
6. It is my duty to go.
7. At the fifth attempt he succeeded.
8. He is his mother's pet.
9. His hobby is reading detective novels.
10. In the end he regretted it.

1. Nobody knew of his arrival.
2. He is prosperous now.
3. I am happy that you are willing to come.

The prefix ke- has two uses:

a. to create nouns from verbs or adjectives; such nouns are formed to show that they are acted upon

Dia-lah ketua kami.
He is our leader.

b. to create ordinal numerals

Saya yang kedua dalam keluarga saya.
I am the second in my family.

Drill 4

1. Apa-kah guna-nya kekayaan kapada-nya?
2. Saya ketiga dalam ujian itu.
3. Padi itu mati kerana kekurangan ayer.
4. Dia mengaku kesalahan-nya.
5. Ambil yang keempat dari kanan.
6. Memang kewajipan saya pergi.
7. Pada perchubaan yang kelima dia pun berjaya.
8. Dia ia-lah kesayangan ibu-nya.
9. Kesukaan-nya membacha buku mata-mata gelap.
10. Kesudahan-nya dia menyesal.

Drill 5

1. Tiada siapa tahu tentang kesampaian-nya.
2. Keadaan-nya sekarang mewah.
3. Saya gembira kerana kesudian saudara datang.

4. The Sultan was installed with all the pomp and splendour.
5. The quietness of this place calms me.
6. He was sick on the day of the feast.
7. I am not able to paint its beauty.
8. All this is for your own good.

1. The sixth one is my brother.
2. The seventh was a Chinese boy.
3. The eighth one is best.
4. The nineth one is ugly.
5. The tenth one is intelligent.
6. The twelfth one is Mr. Sidin's son.
7. Mr. Ya'akob's eleventh child is in England.
8. I don't want the thirteenth one.

4. Sultan itu di-tabalkan dengan segala kebesaran-nya.
5. Kesunyian tempat ini menyenangkan hati saya.
6. Dia sakit pada hari keramaian itu.
7. Tiada terlukis oleh saya keindahan-nya.
8. Semua ini untok kebajikan awak juga.

Drill 6

1. Yang keenam itu abang saya.
2. Yang ketujoh anak China.
3. Yang kelapan itu yang baik.
4. Yang kesembilan itu hodoh.
5. Yang kesapuloh-nya bijak.
6. Yang keduabelas itu anak Che' Sidin.
7. Anak Che' Ya'akob yang kesabelas itu di-England.
8. Saya tiada mahu yang ketiga-belas itu.

The prefix sa- has three uses:

a. to show singularity
   Buku ini berharga sa-ringgit.
   This book costs a dollar.
b. to show equality
   Saya sa-bangsa dengan dia.
   I am of the same race as he.
c. to show the superlative degree
   Dia bekerja dengan sa-upaya-nya.
   He works with all his strength.

1. Father bought a buffalo.
2. We do not stay in the same house.
3. In fact, he should have won.
4. Please buy me a bar of soap.
5. In school, we were in the same class.
6. I received a letter.
7. He plucked a flower.
8. Our neighbor sent us a plate of cakes.
9. He ate up that whole bunch of grapes.
10. In fact, he took it.

1. I bought an umbrella.
2. Mother gave me a chain.
3. If we have a fishing hook we can go fishing.
4. Please sharpen a knife.
5. Go and buy a loaf of hot bread.
6. He lives like a king.
7. Add a pinch of salt and the curry will taste better.
8. He didn't say a word.

Drill 7

1. Bapa membeli sa-ekor kerbau.
2. Kami tidak tinggal sa-rumah.
3. Sa-sunggoh-nya dia-lah patut menang.
4. Belikan saya sa-ketul sabun.
5. Di-sekolah dahulu kami sa-darjah.
6. Saya menerima sa-puchok surat.
7. Dia memetek sa-kuntum bunga.
8. Jeran kami menghantar sa-piring kueh.
9. Habis di-makan-nya sa-gugus anggor tadi.
10. Sa-benar-nya-lah dia mengambil-nya.

Drill 8

1. Saya membeli sa-kaki payong.
2. Ibu beri saya sa-utas rantai.
3. Kalau ada sa-bentok kail boleh-lah kita memanching.
4. Tolong asahkan sa-bilah pisau.
5. Pergi beli sa-buku roti panas.
6. Kedudokan-nya macham sa-orang raja.
7. Tambah sa-chubit garam lagi sedap-lah lauk ini.
8. Sa-patah pun dia tiada berchakap.

1. In that case, we have the same father, then?
2. We have the same fate, then.
3. I come from the same village as Yazid.
4. If we are of the same clan, we must be related, then.
5. When I went to Mecca I was on the same boat as he was.
6. If you are of the same religion, there are no problems, then.
7. I am of the same age as your elder sister.
8. I sat in the same row as you did.

1. This child is as big as his younger brother.
2. This child is as high as my shoulder.
3. This child is as pretty as a full moon.
4. This child disappeared like the lightning.
5. This child's heart is as hard as stone.
6. This child is as sweet as honey.
7. However cleverly the squirrel jumps, he will fall one day.
8. Intelligent as he is, he knows nothing of the world.

Drill 9

1. Kalau bagitu kita ini sa-bapa-lah?
2. Sa-nasib-lah kita.
3. Saya sa-kampong dengan Yazid.
4. Kalau sa-suku, jadi bersaudara-lah kita.
5. Masa ka-Mekah saya sa-kapal dengan dia.
6. Kalau sa-ugama, tiada-lah menjadi soalan lagi.
7. Saya sa-baya dengan kakak awak.
8. Saya dudok sa-baris dengan awak.

Drill 10

1. Anak ini sa-besar adek-nya.
2. Anak ini sa-tinggi bahu saya.
3. Anak ini sa-chantek bulan pernama.
4. Anak ini lenyap sa-chepat kilat.
5. Anak ini hati-nya sa-keras batu.
6. Anak ini sa-manis madu.
7. Sa-pandai tupai melompat, jatoh juga ka-tanah.
8. Sa-bijak itu, tiada tahu hal dunia.

AN INTERMEDIATE-ADVANCED LEVEL

MALAY

REFRESHER COURSE

BOOK I

PART TWO

ED024956

with

Pre-recorded Tapes 16-30

AL 001 668

AN INTERMEDIATE - ADVANCED LEVEL

MALAY REFRESHER COURSE

BOOK I PART II

With

Pre-recorded Tapes 16-30

English Language Services, Inc.
919 Eighteenth Street, N.W.
Washington 6, D.C.

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All pre-recorded tapes of this course have been prepared for use on dual-track, language-instruction tape recorders, so that the student can record his voice on tape where required.

However, these instructional materials may also be used with single-track tape recorders or on unmodified dual-track tape recorders almost as effectively, in that the student can always repeat, if not actually record, where required.

PREFACE

Book I of "An Intermediate-Advanced Level Malay Refresher Course" consists of 30 lessons in the text material and 30 pre-recorded tapes of approximately 20 minutes in length to accompany the text. The instructional materials in the text appear as follows:

The Malay Sound System
Phonology Drills
Readings
Pronunciation Drills
Dialogues
Question and Answer Tests
Grammar Notes
Drills

Of the above materials, all appear on tape except the following:

The Malay Sound System
Grammar Notes

The Phonology Drills are on Tapes 1 through 6; the Readings and Pronunciation Drills on Tapes 7, 10, 13, 16, 19, 22, 25, and 28; the Dialogues and Question and Answer Tests on Tapes 8, 11, 14, 17, 20, 23, 26, and 29; and the Grammar Drills on Tapes 9, 12, 15, 18, 21, 24, 27, and 30.

Organization of the Lessons and Tapes

Unit 1 of the text, Lessons 1 through 6, contains the Malay Sound System, a detailed account of Malay, and is accompanied by Tapes 1 through 6, which illustrate some difficult

points of structure in the lessons. These Phonology Drills are a most important part of the course and should be heard over and over again, until such time as the student is fully able to understand and repeat them without using the text.

The remaining 24 lessons, 7 through 30, are divided into 8 units, each containing 3 lessons. These materials, with the exception of the Grammar Notes, are also to be found on the tapes with corresponding numbers.

Thus, the instructional materials of Unit 2, Lessons 7 through 9 and Tapes 7 through 9, are similar in plan to those of the remaining units. Taking Unit 2 as an example, the materials are arranged in the following manner:

Tape 7: Reading
Pronunciation Drills
Tape 8: Dialogue
Question and Answers Test
Tape 9: Grammar Notes
Drills

Detailed instructions appear at the beginning of the lessons of Unit 2.

English equivalents are provided in the text for all Readings, Dialogues, and Drills. These are not necessarily literal translations, but are contextual equivalents.

The Grammar Notes do not attempt to present all of Malay grammar. Rather, they have been selected with an eye to the recurrent problems of intermediate-advanced level students. The Drills provide the opportunity to practice the somewhat

complex forms that cause difficulty for learners of Malay at all levels.

The teaching techniques used on tape are the result of the application of modern linguistic theory to language learning. The dialogues and drills have been designed to give the student maximum utilization of the materials provided. The student participates in using these materials in various ways, until he gains active control over the forms presented.

Organization of the Course as a Whole

Book I with its accompanying tapes is the first Book of a Malay course consisting of four Books and 140 pre-recorded tapes. These instructional materials have been prepared for those language students who have either successfully completed an introductory college-level Malay course of one year or more or have had an "intensive" course of several months.

Mastery of these "Refresher" materials contained on the 30 tapes of Book I prepares the student for the intermediate-advanced spontaneous materials on the tapes of Books II and III. Each of these Books is accompanied by 30 pre-recorded tapes.

Book IV with its 50 pre-recorded tapes contains a specialized military corpus and completes the series. Tests on tape are to be found throughout the course.

More detailed descriptions of Books II, III, and IV will be found in the Prefaces of those three volumes.

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Unit 5

BANDAR-BANDAR TANAH MELAYU

Lessons 16-18

1. a village
2. the largest
3. full of
4. big buildings
5. railway station
6. movie theaters
7. the pride of
8. Prime Minister
9. declaration of the independence
10. peace and harmony

A hundred years ago, Kuala Lumpur was only a small village consisting of one or two rows of attap houses. But now it has become the largest town in the Federation of Malaya, full of rows of brick houses; big, tall and fine buildings, such as the government offices, mosques, the railway station, hotels, business godowns, movie theaters, the lake gardens, playing fields, clubs, swimming pools and so on. The "Merdeka Stadium" in the center of the town, which was built at the cost of $2,500,000, is the pride of Kuala Lumpur. It was in the "Merdeka Stadium," on the 31st August, 1957, that the Prime Minister of the Federation of Malaya, Tengku Abdul Rahman Putera made the declaration of the independence of the Federation of Malaya. The population of Kuala Lumpur, which is 318,453 in number, consists of various

Lesson 16

I. *Reading*

See instructions for this section in Lesson 7, page 79.

Part 1

1. sa-buah kampong
2. yang besar sa-kali
3. di-penohi oleh
4. bangunan yang besar-besar
5. perhentian kereta-api
6. panggong-panggong wayang
7. ia-lah kemegahan
8. Perdana Menteri
9. mengishtiharkan kemerdekaan
10. aman damai

Sa-ratus tahun dahulu Kuala Lumpur hanya sa-bua kampong kechil terdiri sa-baris dua, rumah atap. Tetap sekarang telah menjadi bandar yang besar sa-kali di-Persekutuan Tanah Melayu, di-penohi oleh berderet-deret rumah batu, bangunan yang besar-besar, tinggi-tinggi dan endah-endah, saperti pejabat-pejabat kerajaan masjid-masjid, perhentian kereta-api, hotel-hotel, gedong-gedong perniagaan, panggong wayang, taman bunga bertasek, padang-padang permainan, kelab-kelab kolam bernang dan sa-bagai-nya. "Stadium Merdeka" di-tengah-tengah bandar itu yang di-dirikan dengan belanja dua sa-tengah juta ringgit itu ia-lah kemegahan bagi bandar Kuala Lumpur. Di-Stadium Merdeka itu-lah dahulu, pada tiga puloh satu haribulan August tahun saribu sembilan ratus lima puloh tujoh, Tengku Abdul Rahman Putera, Perdana Menteri, Persekutuan Tanah

communities of people, such as the Malays, Chinese, Indians, Pakistanis, Eurasians, Ceylonese, Bengalis and others, all living in peace and harmony.

1. the Malays call it
2. in the northern part
3. two miles wide
4. ferries
5. years old
6. since it was first founded
7. Singapore City
8. foreign
9. big junks
10. increasing

The town of Penang, or "Tanjong" as the Malays call it, or "George City" as the Europeans call it, or just "Penang" as it is usually called, is the biggest town in the northern part of Malaya. The town is situated on the east coast of the island, which is separated from the mainland of Malaya by a strait which is two miles wide, and communication with the mainland is by means of ferries. The city of Penang is now 175 years old, since it was first founded by the English in 1786, 33 years older than Singapore. On the island there are many places worth visiting. In the harbor there are anchored foreign ships, junks, big and small. In Penang there is an increasing number of big and fine houses and buildings going up.

Melayu mengishtiharkan kemerdekaan Persekutuan Tanah Melayu. Pendudok Kuala Lumpur sa-ramai tiga ratus lapan belas ribu empat ratus lima puloh tiga orang yang terdiri daripada bangsa-bangsa Melayu, China, India, Pakistan, Serani, Selon, Benggali dan lain-lain lagi hidup dalam aman dan damai.

Part 2

1. kata orang Melayu
2. di-bahagian utara
3. dua batu lebar-nya
4. kapal tambang
5. telah berumor
6. sejak mula di-dirikan
7. Bandar-raya Singapura
8. dari luar-negeri
9. tongkang-tongkang besar
10. makin bertambah

Bandar bagi Pulau Pinang, atau kata orang Melayu "Tanjong," atau kata orang-putah "George City" (Bandar-raya George,) atau biasa di-sebut "Penang" sahaja itu, ia-lah bandar yang besar sa-kali di-bahagian utara Malaya. Bandar itu dudok-nya di-pantai timor Pulau Pinang, tercherai daripada barat tanah besar Malaya oleh selat yang dua batu lebar-nya dan di-hubongkan oleh kapal tambang atau "ferry." Bandar-raya Pulau Pinang itu telah berumor sa-ratus tujoh puloh lima tahun sejak mula di-dirikan oleh orang-orang Inggeris dahulu tahun sa-ribu tujoh ratus lapan puloh enam tertua tiga puloh tiga tahun daripada Bandar-raya Singapura tahun sa-ribu lapan ratus sembilan belas. Di-Pulau Pinang banyak tempat-tempat endah yang baik di-lawati. Di-pelabohan-nya banyak kapal-kapal dari luar-negeri dan tongkang-tongkang besar kechil berlaboh. Di-Pulau Pinang makin bertambah banyak di-dirikan rumah dan bangunan yang endah-endah dan besar-besar.

1. the first town
2. Europeans
3. can be found many
4. main gate
5. Christian
6. stone fortress
7. old graves
8. and others
9. shop houses
10. still exists

Malacca was the first town in Malaya to be visited by Europeans. There we can find many historical remains of the Portuguese, and the Dutch, such as the main gate of Malacca fortress, Christian churches, stone fortress, the old graves of the Dutch, Chinese graves and others. There are brick houses that were built by the Dutch, and shop houses that were built during the Dutch period still exist in Malacca today. On Bukit China (Chinese Hill) in Malacca there are many Chinese graves. Surrounding the town are rice fields.

Part 3

1. bandar yang mula-mula
2. orang-orang Eropah
3. banyak di-dapati
4. pintu gerbang
5. yang berugama Keristian
6. kota batu
7. kubor-kubor lama
8. dan lain-lain-nya
9. dan rumah-rumah kedai
10. maseh ada lagi

Bandar Melaka ia-lah bandar yang mula-mula di-Malaya di-datangi oleh orang-orang Eropah. Di-sana banyak di-dapati bekas-bekas lama orang-orang Pertugis dan Belanda zaman dahulu, saperti pintu gerbang Kota Melaka, gereja-gereja orang yang berugama Keristian, kota batu, kubor-kubor lama orang Belanda, kubor-kubor orang China dan lain-lain-nya. Rumah-rumah batu yang di-dirikan oleh orang-orang Belanda, dan rumah-rumah kedai yang di-dirikan pada zaman Belanda dahulu, maseh ada lagi dalam Bandar Melaka itu. Di-Bukit China dalam bandar Melaka itu, banyak kubor-kubor orang China. Di-keliling Bandar Melaka banyak sawah padi.

II. *Pronunciation Drills*

See instructions for this section in Lesson 7, page 85.

hidup	batu	atap
hirup	baru	atas

besar	hanya	bekas
benar	tanya	lekas
kapal	malam	bawah
kapan	dalam	sawah
bulan	taman	parang
bulat	zaman	padang
gerbang	tambang	bahasa
terbang	timbang	bahaya

A: Mr. Basir, what was the cost of building the Merdeka Stadium in Kuala Lumpur?

B: About two and a half million dollars, Mr. Ahmad.

A: What historical event took place at the Merdeka Stadium?

B: It was at the Merdeka Stadium, on August 31, 1957, that Tengku Abdul Rahman, the Prime Minister of the Federation of Malaya, declared the Independence of the Federation of Malaya.

A: Oh, I see, that's good. And the town of Pulau Pinang which was called by the English "George City," is it still called that these days?

B: No, Mr. Ahmad. People usually call it "Penang," an attempt by the Europeans to pronounce "Pinang."

A: People say that the town of "Penang" is not on the mainland of Malaya. Is that so?

B: Yes, that's right. It is on Penang Island, on the east coast of the island.

A: Oh, so it is separated from the mainland by a strait? Is the

Lesson 17

I. Conversation for Listening

See instructions for this section in Lesson 8, page 87.

A: Enche' Basir, "Stadium Merdeka" di-Kuala Lumpur itu, berapa belanja mendirikan-nya?

B: Ada-lah sa-banyak dua sa-tengah juta ringgit, Enche' Ahmad.

A: Apa ada kejadian bersejarah telah berlaku di-Stadium Merdeka itu?

B: Di-Stadium Merdeka itu-lah dahulu, pada tiga puloh satu haribulan August tahun sa-ribu sembilan ratus lima puloh tujoh, Tengku Abdul Rahman, Perdana Menteri, Persekutuan Tanah Melayu, mengishtiharkan Kemerdekaan Persekutuan Tanah Melayu.

A: Oh, bagitu, bagus-lah. Dan bandar Pulau Pinang yang di-namakan oleh orang-orang Inggeris "George City" itu, nama itu-kah yang biasa di-panggilkan orang sekarang?

B: Tidak, Enche' Ahmad. Biasa di-panggilkan orang "Penang" sahaja, ia-itu kepelatan orang-orang Eropah menyebut "Pinang."

A: Kata orang, bandar "Penang" itu dudok-nya bukan di-tanah besar Malaya, betul-kah?

B: Ya, betul. Dudok-nya dalam Pulau Pinang, di-sabelah pantai timor pulau itu.

A: Oh, jadi, tercherai-lah daripada tanah besar Malaya

strait wide?

B: Yes, it's separated by a strait which is about two miles wide.

A: How do we get across to the Island of Penang? Is there a bridge or is there some other means?

B: There is no bridge. We can get across to Penang Island by ferries.

oleh selat? Lebar-kah selat itu?

B: Ya, tercherai oleh sa-buah selat, lebar-nya lebeh kurang dua batu.

A: Dengan apa chara-nya kita 'nak menyeberang ka-Pulau Pinang itu, ada jambatan atau lain-lain?

B: Jambatan 'tak ada, kita boleh menyeberang ka-Pulau Pinang itu dengan "kapal tambang" yang di-sebut "feri."

II. *Conversation for Memorization*

See instructions for this section in Lesson 8, page 89.

A: --- berapa belanja mendirikan-nya?
● Enche' Basir, "Stadium Merdeka" di-Kuala Lumpur itu, berapa belanja mendirikan-nya?

B: ● Ada-lah sa-banyak dua sa-tengah juta ringgit, Enche' Ahmad.

A: --- di-Stadium Merdeka itu?
● Apa ada kejadian bersejarah telah berlaku di-Stadium Merdeka itu?

B: --- mengishtiharkan Kemerdekaan Persekutuan Tanah Melayu.
--- Tengku Abdul Rahman, Perdana Menteri, Persekutuan Tanah Melayu, mengishtiharkan Kemerdekaan Persekutuan Tanah Melayu.

--- pada tiga puloh satu haribulan August tahun sa-ribu sembilan ratus lima puloh tujoh, Tengku Abdul Rahman, Perdana Menteri, Persekutuan Tanah Melayu, mengishtiharkan Kemerdekaan Persekutuan Tanah Melayu.

● Di-Stadium Merdeka itu-lah dahulu, pada tiga puloh satu haribulan August tahun sa-ribu sembilan ratus lima puloh tujoh, Tengku Abdul Rahman, Perdana Menteri, Persekutuan Tanah Melayu, mengishtiharkan Kemerdekaan Persekutuan Tanah Melayu.

A: ● Oh, bagitu, bagus-lah.
--- nama itu-kah yang biasa di-panggilkan orang sekarang?
--- yang di-namakan oleh orang-orang Inggeris "George City" itu, nama itu-kah yang biasa di-panggilkan orang sekarang?

● Dan bandar Pulau Pinang yang di-namakan oleh orang-orang Inggeris "George City" itu, nama itu-kah yang biasa di-panggilkan orang sekarang?

B: ● Tidak, Enche' Ahmad.
--- ia-itu kepelatan orang-orang Eropah menyebut "Pinang."

● Biasa di-panggilkan orang "Penang" sahaja, ia-itu kepelatan orang-orang Eropah menyebut "Pinang."

A: --- dudok-nya bukan di-tanah besar Malaya, betul-kah?

● Kata orang, bandar "Penang" itu dudok-nya bukan di-tanah besar Malaya, betul-kah?

B: ● Ya, betul.
--- di-sa-belah pantai timor pulau itu.

● Dudok-nya dalam Pulau Pinang, di-sa-belah pantai timor pulau itu.

A: --- daripada tanah besar Malaya oleh selat?
- Oh, jadi, tercherai-lah daripada tanah besar Malaya oleh selat?
- Lebar-kah selat itu?

B: --- lebar-nya lebeh kurang dua batu.
- Ya, tercherai oleh sa-buah selat, lebar-nya lebeh kurang dua batu.

A: --- ada jambatan atau lain-lain?
--- kita 'nak menyeberang ka-Pulau Pinang itu, ada jambatan atau lain-lain?
- Dengan apa chara-nya kita 'nak menyeberang ka-Pulau Pinang itu, ada jambatan atau lain-lain?

B: --- yang di-sebut "feri."
--- dengan "kapal tambang" yang di-sebut "feri."
--- kita boleh menyeberang ka-Pulau Pinang itu dengan "kapal tambang" yang di-sebut "feri."
- Jambatan 'tak ada, kita boleh menyeberang ka-Pulau Pinang itu dengan "kapal tambang" yang di-sebut "feri."

III. *Conversation for Fluency*

See instructions for this section in Lesson 8, page 93.

IV. Conversation for Listening

See instructions for this section in Lesson 8, page 94.

V. Conversation for Participation

See instructions for this section in Lesson 8, page 94.

A: Enche' Basir, "Stadium Merdeka" di-Kuala Lumpur itu, berapa belanja mendirikan-nya?

B: * * *

A: Apa ada kejadian bersejarah telah berlaku di-Stadium Merdeka itu?

B: * * *

A: Oh, bagitu, bagus-lah. Dan bandar Pulau Pinang yang di-namakan oleh orang-orang Inggeris "George City" itu, nama itu-kah yang biasa di-panggilkan orang sekarang?

B: * * *

A: Kata orang, bandar "Penang" itu dudok-nya bukan di-tanah besar Malaya, betul-kah?

B: * * *

A: Oh, jadi, tercherai-lah daripada tanah besar Malaya oleh selat? Lebar-kah selat itu?

B: * * *

A: Dengan apa chara-nya kita 'nak menyeberang ka-Pulau Pinang itu, ada jambatan atau lain-lain?

B: * * *

A: * * *

B: Ada-lah sa-banyak dua sa-tengah juta ringgit, Enche' Ahmad.

A: * * *

B: Di-Stadium Merdeka itu-lah dahulu, pada tiga puloh satu haribulan August tahun sa-ribu sembilan ratus lima puloh tujoh, Tengku Abdul Rahman, Perdana Menteri, Persekutuan Tanah Melayu, mengishtihar-kan Kemerdekaan Persekutuan Tanah Melayu.

A: * * *

B: Tidak, Enche' Ahmad. Biasa di-panggilkan orang "Penang" sahaja, ia-itu kepelatan orang-orang Eropah menyebut "Pinang."

A: * * *

B: Ya, betul. Dudok-nya dalam Pulau Pinang, di-sa-belah pantai timor pulau itu.

A: * * *

B: Ya, tercherai oleh sa-buah selat, lebar-nya lebeh

kurang dua batu.

A: * * *

B: Jambatan 'tak ada, kita boleh menyeberang ka-Pulau Pinang itu dengan "kapal tambang" yang di-sebut "feri."

VI. *Question and Answer Test*

See instructions for this section in Lesson 8, page 97.

1. Stadium Merdeka di-Persekutuan Tanah Melayu, dudok-nya dalam bandar apa?
   a. Stadium Merdeka dudok-nya dalam bandar Johor Baharu.
   b. Stadium Merdeka dudok-nya dalam bandar Kuala Lumpur.
   c. Stadium Merdeka dudok-nya dalam bandar Ipoh.
   d. * * *

2. Belanja mendirikan Stadium Merdeka itu berapa juta ringgit?
   a. Belanja mendirikan Stadium Merdeka itu dua belas juta ringgit.
   b. Belanja mendirikan Stadium Merdeka itu dua puloh juta ringgit.
   c. Belanja mendirikan Stadium Merdeka itu dua sa-tengah juta ringgit.
   d. * * *

3. Siapa nama-nya Perdana Menteri, Persekutuan Tanah Melayu, yang mengishtiharkan Kemerdekaan Persekutuan Tanah Melayu pada tahun sa-ribu

sembilan ratus lima puloh tujoh?
a. Nama-nya Tengku Ya'akub.
b. Nama-nya Tengku Besar Burhanuddin.
c. Nama-nya Tengku Abdul Rahman.
d. * * *

4. Pulau Pinang tercherai oleh tanah besar Malaya oleh apa?
a. Pulau Pinang tercherai oleh tanah besar Malaya oleh sungai.
b. Pulau Pinang tercherai oleh tanah besar Malaya oleh tasek.
c. Pulau Pinang tercherai oleh tanah besar Malaya oleh selat.
d. * * *

5. "Penang" itu ia-lah kepelatan orang-orang Eropah menyebut perkataan apa dalam bahasa Melayu?
a. Daripada perkataan bahasa Melayu "Pening."
b. Daripada perkataan bahasa Melayu "Pinang."
c. Daripada perkataan bahasa Melayu "Penting."
d. * * *

1. I put the cows in the cow-shed.
2. I put forward my suggestion.
3. Sew on Father's shirt button.
4. Sing me the new song.
5. He's even too lazy to wash his face, let alone take a bath.
6. How was he to pass? He was always playing around.
7. When will he be able to come?

Lesson 18

I. *Grammar Notes and Drills*

SUFFIXES

The suffix -kan has two uses:

a. an abbreviation of akan, indicating the future tense

Masakan dia mahu datang.
It is not likely that he will come.

b. to give the inclusive effect of "for," "or," or "because"

Belikan saya kasut.
Buy me a pair of shoes.

Drill 1

1. Saya mengandangkan lembu.
2. Saya mengemukakan pendapatan saya.
3. Jahitkan butang kemeja bapa itu.
4. Nyanyikan saya lagu baharu itu.
5. Usahkan hendak mandi, membasoh muka dia malas.
6. Manakan dia boleh lulus, bermain sahaja.
7. Bilakan dia dapat datang?

1. He is too lazy to go to the shop nearby, let alone to town.
2. I don't think the dress is ready.
3. He could have taken it.
4. What is to be done? It is my fate.
5. Who is willing to attend to him?
6. As long as I can wear it, I am not particular about the color.

1. His behaviour annoys me.
2. That problem puzzles me.
3. His family was proud of his success.
4. Please, put out the light.
5. Pin the brooch on her dress.
6. Share those fruits.

Drill 2

1. Jangankan ka-pekan, ka-kedai dekat ini dia malas.
2. Belumkan siap lagi baju itu.
3. Entahkan dia yang mengambil-nya.
4. Apakan daya, sudah nasib saya.
5. Siapakan sanggup melayani-nya.
6. Asalkan boleh di-pakai, saya 'tak kira warna-nya.

Drill 3

1. Kelakuan-nya menyakitkan hati saya.
2. Soal itu merunsingkan kepala.
3. Kejayaan-nya membesarkan hati keluarga-nya.
4. Tolong padamkan lampu itu.
5. Sematkan kerongsang itu di-baju-nya.
6. Bahagikan buah-buahan itu.

The suffix -i has two uses:
a. to show command
   Ikuti dia.
   Follow him.
b. to show that the verb is transitive
   Di-naiki-nya juga basikal itu.
   He still insists on riding the bicycle.

1. Teach him how to do it.
2. Look after your younger brother well.
3. Have pity on those refugees.
4. I live in this house.
5. He administers this state.
6. That lamp is to light the road.
7. I hurt his feelings.

1. Children should respect their elders.
2. Concentrate on your studies.
3. Keep yourself away from bad people.
4. Value his services.
5. Do as he told you .
6. Jump over the fence.

1. He went round the house before he came in.
2. He crossed the busy street.
3. He presented a gold star to Daud.
4. He named the island "Singapore."

Drill 4

1. Ajari dia bagaimana membuat-nya.
2. Jagai-lah adek-mu dengan baik.
3. Kasehani-lah orang-orang pelari itu.
4. Saya mendiami rumah ini.
5. Dia menguasai negeri ini.
6. Lampu itu untok menerangi jalan.
7. Saya melukai hati-nya.

Drill 5

1. Budak-budak mesti menghormati orang tua.
2. Hadapi pelajaran-mu sunggoh-sunggoh.
3. Jauhi diri awak dari orang-orang jahat itu.
4. Hargai-lah jasa-jasa-nya itu.
5. Buati-lah sa-bagai di-suroh-nya.
6. Lompati-lah pagar itu.

Drill 6

1. Di-kelilingi-nya rumah sa-belum dia masok.
2. Di-lintasi-nya jalan yang sebok itu.
3. Di-anugrahi-nya bintang emas kapada Daud.
4. Di-namai-nya pulau itu "Singapura."

5. She rained her rival with abuses.

6. A thief came into my house last night.

1. It is called durian because its skin is covered with thorns.

2. Dry leaves are scattered all over the garden.

3. He was top in the intelligence test.

4. While I was teaching him, he was good.

5. He listened to all that I taught him.

6. When the rain came they ran all over the place.

7. His family was shocked when he ran away from home.

1. The birds are flying about in the air.

2. His belongings are scattered all over the room.

3. All the vegetables have withered.

4. The fruits in our orchard have been eaten by flying-foxes.

5. Di-hujani-nya madu-nya dengan maki hamun.

6. Rumah saya di-masoki oleh penchuri malam tadi.

The suffix -an has two uses:
a. to show expansiveness
Orang-orang di-Lautan Tedoh macham orang Melayu.
The people of the South Seas are like Malays.
b. to name an action
Dalam kenangan dia maseh terbayang-bayang.
In my memory he still lingers.

Drill 7

1. Di-panggilkan-nya durian, kerana kulit-nya berduri.
2. Daun-daun kering bertaboran di-halaman.
3. Dalam dugaan 'akal dia yang tertinggi sa-kali.
4. Sa-masa di-dalam jagaan saya, dia baik.
5. Segala ajaran saya di-dengar-nya.
6. Turun sahaja hujan bertempiaran-lah mereka lari.
7. Perlarian-nya menggemparkan keluarga-nya.

Drill 8

1. Burong-burong berterbang di-udara.
2. Barang-barang-nya bertaboran di-bilek-nya.
3. Sayor-sayoran itu semua-nya sudah layu.
4. Buah-buahan di-dusun kami habis di-makan keluang.

5. Blood oozes out of his body.

6. Water spurted out of the tap.

1. Don't listen to his complaints.

2. I have already posted the parcel.

3. I think it is better for her to remain in school.

4. He was not sincere when he was inviting us.

5. The King of Siam's army was defeated.

6. There are very few people there.

1. Who is your teacher?

2. What do you want?

3. Where is the Town Hall?

4. Do you sell any silk?

5. When will he come back?

6. How do they make this cake?

7. Why is he crying?

5. Darah bersemburan dari tuboh-nya.

6. Ayer berpanchutan dari panchur itu.

Drill 9

1. Jangan hiraukan aduan-nya itu.

2. Bungkusan itu telah saya kirimkan.

3. Pada fikiran saya biar-lah dia sekolah lagi.

4. Ajakan-nya itu bukan-nya bersunggoh hati.

5. Angkatan Raja Siam telah di-kalahkan.

6. Kechil sahaja bilangan orang di-situ.

The suffix -kah is attached to the verb in asking a question which requires an answer.

Drill 10

1. Siapa-kah guru-mu?

2. Apa-kah kamu hendak?

3. Mana-kah dudok-nya Dewan Bandaran?

4. Ada-kah awak jual kain sutera?

5. Bila-kah dia pulang?

6. Bagaimana-kah membuat kueh ini?

7. Mengapa-kah dia menangis?

1. He wrote the letter quickly.
2. All his belongings disappeared.
3. That's the one I want.
4. It was Sang Nila Utama who gave it the name.
5. It was he who came yesterday.
6. It is Mother who works in the house.
7. It is Father who buys the rice.

1. I also went.
2. As soon as the rice ripens, they start to harvest.
3. As they came out, the rain came.
4. As soon as he was well, he started to work.
5. When the mother goes shopping, the children become noisy.

The suffix -lah is used to show emphasis.

Drill 11

1. Di-tulis-nya-lah surat itu dengan segera.
2. Habis-lah semua harta benda-nya.
3. Itu-lah yang saya hendak.
4. Sang Nila Utama-lah yang memberi nama itu.
5. Dia-lah yang datang sa-malam.
6. Ibu-lah yang bekerja di-rumah.
7. Bapa-lah yang membeli beras.

The word pun, although written separately, has the effect of a suffix. It has two uses:

a. to express the meaning "also"
   Dia pun pergi juga.
   He went, too.
b. to show successive action
   Bila gendang berbunyi dia pun menari.
   When the gong sounded he started to dance.

Drill 12

1. Saya pun pergi juga.
2. Masak sahaja padi, mereka pun menuai-lah.
3. Keluar sahaja mereka, hujan pun turun-lah.
4. Semboh sahaja, dia pun mulai-lah berkerja.
5. Bila ibu ka-kedai, anak-anak-nya pun bising-lah.

6. As soon as he arrives, his children throw themselves on him.

7. As soon as I arrive there, he comes out.

1. He also came for the picnic.

2. Not only you, I'm like that, too.

3. We, too, need his strength.

4. They also want luxury.

5. He also laughed.

6. Hashim is his son, too.

1. Then the birds began to sing.

2. Then the child cried.

3. Then the child ran away.

4. Then the plane crashed.

5. Then the ship sank.

6. Then the man became angry.

7. Then the store was pulled down.

6. Sa-sampai-nya anak-anak-nya pun menerekam-lah.

7. Sampai sahaja saya ka-situ dia pun keluar-lah.

Drill 13

1. Masa berkelah itu dia pun bersama juga.

2. Bukan awak sahaja, saya pun bagitu juga.

3. Kami pun perlukan tenaga-nya.

4. Mereka pun berkehendaki kemewahan.

5. Dia pun ketawa juga.

6. Hashim pun anak dia juga.

Drill 14

1. Burong-burong pun mulai-lah menyanyi.

2. Anak itu pun menagis-lah.

3. Anak itu pun lari-lah.

4. Kapal terbang itu pun terhempas-lah.

5. Kapal itu pun tenggelam-lah.

6. Orang itu pun marah-lah.

7. Gedong itu pun di-robohkan-lah.

Unit 6

SINGAPURA

Lessons 19-21

1. Singapore Island
2. two hundred and ten
3. square miles
4. from west to east
5. from north to south
6. one and a half million
7. major communities
8. the Chinese
9. Singapore City
10. about

The area of Singapore Island is about 210 square miles. Its length from west to east is about 26 miles, and from north to south about 14 miles. The population is slightly over $1\frac{1}{2}$ million. The major communities of Singapore are Chinese, Malays, Indians and Pakistanis. The area of Singapore City is about 31 square miles.

1. south of Asia
2. the mainland of Malaya
3. a narrow strait
4. between the sea route

Lesson 19

I. *Reading*

See instructions for this section in Lesson 7, page 79.

Part 1

1. Pulau Singapura
2. dua ratus sa-puloh
3. batu persegi
4. dari barat ka-timor
5. dari utara ka-selatan
6. satu sa-tengah juta
7. bangsa yang ramai
8. orang-orang China
9. bandar-raya Singapura
10. lebeh kurang

Pulau Singapura luas-nya lebeh kurang dua ratus sa-puloh batu persegi. Panjang-nya dari barat ka-timor dua puloh enam batu. Lebar-nya dari utara ka-selatan empat belas batu. Pendudok-nya ramai, lebeh kurang, satu sa-tengah juta orang. Puak-puak bangsa yang ramai di-Singapura ia-lah orang-orang China, orang-orang Melayu, orang-orang India dan Pakistan. Bandar-raya Singapura luas-nya lebeh kurang tiga puloh satu batu persegi.

Part 2

1. selatan benua Asia
2. tanah besar Malaya
3. sa-buah selat kechil
4. di-tengah-tengah pelayaran

5. on the west
6. merchants from the west
7. to trade in Singapore
8. port
9. in South-East Asia
10. the fifth biggest

Singapore is situated at the extreme south of the continent of Asia, and separated from the mainland of Malaya by a narrow strait. Singapore has an excellent position, as it lies between the sea route from west to east, India in the west, China and Japan in the east. Merchants from the west and east come to trade in Singapore. So that, not long after it was opened by the English, Singapore became an important port in South-East Asia, the fifth biggest port in the world.

1. export
2. other products
3. products from Indonesia
4. some are brought
5. bringing merchandise
6. continent of Europe
7. in the world
8. distributed
9. the Far East
10. and Japan

Singapore is an important port; exporting rubber, tin and pineapples and other products of Malaya. Some of the products from Indonesia, Sarawak, Brunei and North Borneo are also brought to Singapore to be exported. Ships bringing merchandise from Europe, America, Australia and from other countries of the

5. di-sa-belah barat
6. saudagar-saudagar dari barat
7. berniaga ka-Singapura
8. bandar pelabohan
9. di-Asia Tenggara
10. yang kelima besar-nya

Singapura dudok-nya di-hujong selatan benua Asia, tercherai daripada tanah besar Malaya atau Semenanjong Tanah Melayu oleh sa-buah selat kechil. Kedudokan Singapura sangat bagus; negeri India di-sa-belah barat, negeri China dan Jepun di-sa-belah timor. Saudagar-saudagar dari barat dan timor datang berniaga ka-Singapura. Oleh sebab itu, dalam masa tiada berapa lama lepas di-buka oleh orang-orang Inggeris, Singapura telah menjadi sa-buah bandar pelabohan yang penting di-Asia Tenggara; sa-buah pelabohan yang kelima besar-nya dalam dunia.

Part 3

1. menghantar keluar
2. lain-lain hasil
3. hasil-hasil dari Indonesia
4. banyak juga di-bawa
5. membawa dagangan
6. benua Eropah
7. dalam dunia
8. di-bahagi-bahagikan
9. di-Timor Jauh
10. dan negeri Jepun

Singapura ia-lah bandar pelabohan yang terutama menghantar keluar hasil-hasil getah, timah, nenas dan lain-lain hasil dari Malaya. Hasil-hasil dari Indonesia, Sarawak, Berunai dan negeri Sabah, banyak juga di-bawa ka-Singapura untok di-hantar keluar negeri. Kapal-kapal yang membawa dagangan dari benua Eropah,

world come to Singapore. From Singapore they are distributed to other countries in South-East Asia and also to those of the Far East, such as China and Japan.

Amerika, Australia dan lain-lain negeri dalam dunia datang ka-Singapura. Dari Singapura baharu-lah dagangan-dagangan itu di-bahagi-bahagikan ka-negeri-negeri di-Asia Tenggara dan juga ka-negeri-negeri di-Timor Jauh saperti negeri China dan negeri Jepun.

II. *Pronunciation Drills*

See instructions for this section in Lesson 7, page 85.

pergi	dan	satu
perigi	daun	suatu
bena	jua	dua
benua	juga	duga
bas	puak	batu
belas	pulak	bantu
baru	bagi	China
baharu	bahagi	chinta
ura	ngeri	empat
utara	negeri	sempat

A: Mr. Basir, I would like to know the length and breath of Singapore Island?

B: Its length from west to east is twenty six miles, and its breadth from north to south is fourteen miles.

A: And how many square miles is the area of Singapore Island?

B: About two hundred and ten square miles.

A: Oh, that's not big. But it has a dense population, hasn't it?

B: Yes, that's dense considering the smallness of the island. There are now about one and a half million people in Singapore.

A: Which communities are the major inhabitants of Singapore, Mr. Basir?

B: Chinese, Malays, Indians and Pakistanis.

A: What makes Singapore so densely populated and well known, Mr. Basir?

B: Because of the position of its port and its trade.

Lesson 20

I. *Conversation for Listening*

See instructions for this section in Lesson 8, page 87.

A: Enche' Basir, ingin pulak saya 'nak tahu, berapa batu panjang dan lebar-nya Pulau Singapura itu?

B: Panjang-nya dari barat ka-timor dua puloh enam batu, lebar-nya dari utara ka-selatan empat belas batu.

A: Dan berapa batu persegi pulak luas-nya Pulau Singapura itu?

B: Ada lebeh kurang dua ratus sa-puloh batu persegi.

A: Oh, 'tak besar. Tetapi pendudok-nya ramai, bukan?

B: Ya, ramai, kalau di-bandingkan dengan kechil-nya pulau itu. Sekarang ini pendudok Singapura itu hampir-hampir satu sa-tengah juta orang ramai-nya.

A: Puak-puak bangsa apa yang ramai di-Singapura itu, Enche' Basir?

B: Orang-orang China, Melayu, orang-orang India dan Pakistan.

A: Apa yang menyebabkan Singapura itu makin ramai dan mashhur, Enche' Basir?

B: Kerana kedudokan pelabohan dan perniagaan-nya.

A: What is the position of the port like?

B: It is situated between the sea route from the West to the East, and ocean-going vessels from all over the world call at its port.

A: Oh, is that so? What about the trade?

B: It has an enormous trade, because most of Malaya's products are exported through Singapore, and goods from Europe and the United States are distributed to Southeast Asian countries from here.

A: Bagaimana kedudokan pelabohan-nya?

B: Kedudokan pelabohan-nya di-tengah-tengah pelayaran antara Barat dengan Timor, dan selalu di-singgahi oleh kapal-kapal dari seluroh dunia.

A: Oh, bagitu? Perniagaan-nya bagaimana pula?

B: Perniagaan-nya besar, kerana di-Singapura-lah banyak hasil-hasil Malaya di-hantar keluar negeri, dan di-Singapura juga barang-barang yang datang dari Eropah dan Amerika Sharikat di-bahagi-bahagikan ka-negeri-negeri di-Asia Tenggara.

II. *Conversation for Memorization*

See instructions for this section in Lesson 8, page 89.

A: --- dan lebar-nya Pulau Singapura itu?
--- berapa batu panjang dan lebar-nya Pulau Singapura itu?

● Enche' Basir, ingin pulak saya 'nak tahu, berapa batu panjang dan lebar-nya Pulau Singapura itu?

B: --- empat belas batu.
--- lebar-nya dari utara ka-selatan empat belas batu.
--- dua puloh enam batu, lebar-nya dari utara ka-selatan empat belas batu.

● Panjang-nya dari barat ka-timor dua puloh enam batu, lebar-nya dari utara ka-selatan empat belas batu.

A: --- luas-nya Pulau Singapura itu?

● Dan berapa batu persegi pulak luas-nya Pulau Singapura itu?

B: --- dua ratus sa-puloh batu persegi.
● Ada lebeh kurang dua ratus sa-puloh batu persegi.

A: ● Oh, 'tak besar.
● Tetapi pendudok-nya ramai, bukan?

B: --- dengan kechil-nya pulau itu.
● Ya, ramai, kalau di-bandingkan dengan kechil-nya pulau itu.
--- hampir-hampir satu sa-tengah juta orang ramai-nya.
● Sekarang ini pendudok Singapura itu hampir-hampir satu sa-tengah juta orang ramai-nya.

A: --- yang ramai di-Singapura itu, Enche' Basir?
● Puak-puak bangsa apa yang ramai di-Singapura itu, Enche' Basir?

B: ● Orang-orang China, Melayu, orang-orang India dan Pakistan.

A: --- makin ramai dan mashhur, Enche' Basir?
● Apa yang menyebabkan Singapura itu makin ramai dan mashhur, Enche' Basir?

B: ● Kerana kedudokan pelabohan dan perniagaan-nya.

A: ● Bagaimana kedudokan pelabohan-nya?

B: --- oleh kapal-kapal dari seluroh dunia.
--- dan selalu di-singgahi oleh kapal-kapal dari seluroh dunia.
--- di-tengah-tengah pelayaran antara Barat dengan Timor, dan selalu di-singgahi oleh kapal-kapal dari seluroh dunia.

- Kedudokan pelabohan-nya di-tengah-tengah pelayaran antara Barat dengan Timor, dan selalu di-singgahi oleh kapal-kapal dari seluroh dunia.

A:
- Oh, bagitu?
- Perniagaan-nya bagaimana pula?

B: --- di-bahagi-bahagikan ka-negeri-negeri di-Asia Tenggara.
--- yang datang dari Eropah dan Amerika Sharikat di-bahagi-bahagikan ka-negeri-negeri di-Asia Tenggara.
--- dan di-Singapura juga barang-barang yang datang dari Eropah dan Amerika Sharikat di-bahagi-bahagikan ka-negeri-negeri di-Asia Tenggara.
--- banyak hasil-hasil Malaya di-hantar keluar negeri, dan di-Singapura juga barang-barang yang datang dari Eropah dan Amerika Sharikat di-bahagi-bahagikan ka-negeri-negeri di-Asia Tenggara.

- Perniagaan-nya besar, kerana di-Singapura-lah banyak hasil-hasil Malaya di-hantar keluar negeri, dan di-Singapura juga barang-barang yang datang dari Eropah dan Amerika Sharikat di-bahagi-bahagikan ka-negeri-negeri di-Asia Tenggara.

III. Conversation for Fluency

See instructions for this section in Lesson 8, page 93.

IV. Conversation for Listening

See instructions for this section in Lesson 8, page 94.

V. Conversation for Participation

See instructions for this section in Lesson 8, page 94.

A: Enche' Basir, ingin pulak saya 'nak tahu, berapa batu panjang dan lebar-nya Pulau Singapura itu?

B: * * *

A: Dan berapa batu persegi pulak luas-nya Pulau Singapura itu?

B: * * *

A: Oh, 'tak besar. Tetapi pendudok-nya ramai, bukan?

B: * * *

A: Puak-puak bangsa apa yang ramai di-Singapura itu, Enche' Basir?

B: * * *

A: Apa yang menyebabkan Singapura itu makin ramai

dan mashhur, Enche' Basir?

B: * * *

A: Bagaimana kedudokan pelabohan-nya?

B: * * *

A: Oh, bagitu? Perniagaan-nya bagaimana pula?

B: * * *

A: * * *

B: Panjang-nya dari barat ka-timor dua puloh enam batu, lebar-nya dari utara ka-selatan empat belas batu.

A: * * *

B: Ada lebeh kurang dua ratus sa-puloh batu persegi.

A: * * *

B: Ya, ramai, kalau di-bandingkan dengan kechil-nya pulau itu. Sekarang ini pendudok Singapura itu hampir-hampir satu sa-tengah juta orang ramai-nya.

A: * * *

B: Orang-orang China, Melayu, orang-orang India dan Pakistan.

A: * * *

B: Kerana kedudokan pelabohan dan perniagaan-nya.

A: * * *

B: Kedudokan pelabohan-nya di-tengah-tengah pelayaran antara Barat dengan Timor, dan selalu di-singgahi oleh kapal-kapal dari seluroh dunia.

A: * * *

B: Perniagaan-nya besar, kerana di-Singapura-lah banyak hasil-hasil Malaya di-hantar keluar negeri, dan di-Singapura juga barang-barang yang datang dari Eropah dan Amerika Sharikat di-bahagi-bahagikan ka-negeri-negeri di-Asia Tenggara.

VI. *Question and Answer Test*

See instructions for this section in Lesson 8, page 97.

1. Berapa batu persegi luas Pulau Singapura?
   a. Luas Pulau Singapura lima ratus batu persegi.
   b. Luas Pulau Singapura dua ratus sa-puloh batu persegi.
   c. Luas Pulau Singapura lima puloh ribu batu persegi.
   d. * * *

2. Berapa batu panjang Pulau Singapura?
   a. Panjang Pulau Singapura dua puloh enam ribu batu.
   b. Panjang Pulau Singapura dua ratus lima puloh batu.
   c. Panjang Pulau Singapura dua puloh enam batu.
   d. * * *

3. Berapa batu lebar Pulau Singapura?
   a. Lebar Pulau Singapura tiga puloh dua batu.
   b. Lebar Pulau Singapura empat ratus batu.
   c. Lebar Pulau Singapura empat belas batu.
   d. * * * *

4. Puak bangsa apa yang ramai sa-kali di-Singapura?
   a. Puak bangsa British.
   b. Puak bangsa Melayu.
   c. Puak bangsa China.
   d. * * *

5. Singapura pelabohan yang penting di-mana?
   a. Pelabohan yang penting di-Asia Barat.
   b. Pelabohan yang penting di-Asia Timor.
   c. Pelabohan yang penting di-Asia Tenggara.
   d. * * *

1. I've had breakfast.
2. I have met him.
3. I have taken the book back.
4. I had gone out, when you came.
5. I've had a smoke.
6. He's dead.
7. He has bought a book.
8. He has gone home.
9. I have taken my bath.
10. He has moved from here.
11. I have done his work.
12. That house has been rented out.

Lesson 21

I. Grammar Notes and Drills

TENSES

The usual indicators of the past tense are telah and sudah.

Drill 1

1. Saya sudah makan pagi.
2. Saya sudah bertemu dengan dia.
3. Saya sudah ambil balek buku itu.
4. Saya sudah pergi, ketika awak datang.
5. Saya sudah merokok.
6. Ia telah meninggal.
7. Ia telah membeli buku.
8. Ia sudah pulang.
9. Saya sudah mandi.
10. Ia telah pindah dari sini.
11. Pekerjaan-nya sudah saya buat.
12. Rumah itu sudah di-sewa orang.

1. I am sleeping.
2. I am eating.
3. I am walking.
4. I am looking for my mother.
5. I am writing a letter.
6. I am playing football.
7. I am jumping.
8. I am drinking coffee.
9. I am hunting.
10. I am dreaming.

1. Mother will be going soon.
2. He is going to marry that girl.
3. Where will you go?
4. I am going to visit my younger sister.
5. When will the house be bought?
6. That house will be pulled down.

Sedang indicates the present tense.

Drill 2

1. Saya sedang tidur.
2. Saya sedang makan.
3. Saya sedang berjalan-jalan.
4. Saya sedang menchari ibu.
5. Saya sedang menulis surat.
6. Saya sedang bermain bola sepak.
7. Saya sedang melompat.
8. Saya sedang minum kopi.
9. Saya sedang berburu.
10. Saya sedang bermimpi.

Akan indicates the future tense.

Drill 3

1. Ibu akan pergi segera.
2. Ia akan kahwin dengan gadis itu.
3. Akan ka-mana awak?
4. Saya akan mengunjongi adek.
5. Bila akan di-beli rumah itu?
6. Rumah itu akan di-runtohkan.

7. Tomorrow, I'll come to see your father.
8. If you have the money, you can buy a house.
9. He will sail on the "Asia."
10. He will lecture on Eastern culture.

1. Give the toy to him.
2. Give the toy to him.
3. We depend on him.
4. We depend on him.
5. He will probably not come.
6. He will probably not come.

1. Yesterday, I went to see my father.
2. Two years ago, I was still an undergraduate.
3. I was asked by Father to go to the hospital, tomorrow.
4. In two weeks I will celebrate my birthday.

7. Besok saya akan datang melihat ayah-mu.

8. Kalau ada wang, awak akan dapat membeli rumah.

9. Ia akan berlayar dengan kapal "Asia."

10. Ia akan bersharah tentang kebudayaan timor.

The suffix -kan, discussed above, is derived from and is interchangeable with akan.

Drill 4

1. Beri akan dia permainan itu.

2. Berikan dia permainan itu.

3. Kami berharap akan dia.

4. Kami berharapkan dia.

5. Tiada akan dia datang.

6. Tiadakan dia datang.

In some cases the tense indicators are omitted where the interpretation of tense depends upon the situation.

Drill 5

1. Kemarin saya mengunjongi bapa saya.

2. Dua tahun yang lalu saya maseh mahasiswa.

3. Saya di-ajak oleh bapa ka-rumah sakit besok.

4. Dua minggu lagi saya merayakan hari ulang tahun saya.

5. When will you finish your work?
6. Yesterday, the rain poured continuously.
7. Everyday, the child sits pining for his father.
8. I have never seen him.
9. We can go the day after tomorrow.
10. I always go to his house.

1. The tiger is bigger than the cat.
2. The coconut tree is taller than the guava tree.
3. This child is c verer than his father.
4. This child is better than his father.
5. From here, Kuala Lumpur is further than Malacca.
6. From here, Malacca is nearer than Kuala Lumpur.
7. Your farm is bigger than my padi field.
8. The elephant's skin is thicker than the goat's skin.
9. My elder sister is older than your mother.
10. This dress is cleaner than those trousers.

5. Bila pekerjaan-mu ini selesai?
6. Kemarin hujan lebat terus-menerus.
7. Sa-hari-hari anak itu dudok merindukan bapa-nya.
8. Saya tidak pernah melihat-nya.
9. Lusa kita boleh pergi.
10. Saya selalu ka-rumah-nya.

THE COMPARATIVE DEGREE

Lebeh placed before an adjective indicates the comparative degree. It is usually followed by daripada.

Drill 6

1. Harimau lebeh besar daripada kuching.
2. Pohon nyiur lebeh tinggi daripada pohon jambu.
3. Anak ini lebeh pandai daripada ayah-nya.
4. Anak ini lebeh baik daripada ayah-nya.
5. Dari sini ka-Kuala Lumpur lebeh jauh daripada Melaka.
6. Dari sini ka-Melaka lebeh dekat daripada Kuala Lumpur
7. Kebun-mu lebeh luas daripada sawah saya.
8. Kulit gajah lebeh tebal daripada kulit kambing.
9. Kakak saya lebeh tua daripada ibu-mu.
10. Baju ini lebeh berseh daripada chelana itu.

1. All must be studied, particularly the last subject.
2. All must be studied, particularly mathematics.
3. All students must work hard, particularly the dull ones.
4. All must be remembered, particularly ancient history.
5. All must be eaten, particularly the fruits.

1. This child is not very hard working.
2. This child is not very bright.
3. This child is not very good.
4. This child is not very attentive.
5. This child is not very respectful.

1. This pupil is quite naughty.
2. This pupil is quite bright.

Lebeh-lebeh means "particularly," and stresses the following phrase.

Drill 7

1. Semua harus di-pelajari, lebeh-lebeh fasal terakhir.
2. Semua harus di-pelajari, lebeh-lebeh 'ilmu hisab.
3. Semua murid harus rajin, lebeh-lebeh yang bodoh.
4. Semua harus di-ingat, lebeh-lebeh peristiwa lama.
5. Semua di-makan, lebeh-lebeh lagi buah-buahan.

Kurang denotes less than what is stated in the following word.

Drill 8

1. Anak ini kurang rajin.
2. Anak ini kurang pintar.
3. Anak ini kurang baik.
4. Anak ini kurang teliti.
5. Anak ini kurang sopan.

Agak means "approximately," "not quite."

Drill 9

1. Murid ini agak nakal.
2. Murid ini agak pandai.

3. This pupil is quite ill.
4. This pupil is quite disappointed.
5. This pupil is quite good.

1. This pupil is getting more hard working.
2. This pupil is getting lazier.
3. This pupil is getting bigger.
4. This pupil is getting more stupid.
5. This pupil is getting more careless.

1. He is getting older and older.
2. He is getting thinner and thinner each day.
3. The older he gets, the weaker he becomes.
4. The older she gets, the prettier she becomes.
5. The bigger he gets, the better he becomes.

3. Murid ini agak sakit.

4. Murid ini agak kechewa.

5. Murid ini agak baik.

Makin means "the more."

Drill 10

1. Murid ini makin rajin.

2. Murid ini makin malas.

3. Murid ini makin besar.

4. Murid ini makin bodoh.

5. Murid ini makin lalai.

Makin . . . makin means "the more . . . the more."

Drill 11

1. Makin lama makin tua.

2. Makin sa-hari makin kurus.

3. Makin tua makin lemah.

4. Makin tua makin chantek.

5. Makin besar makin baik.

1. This house is the biggest.
2. This house is the newest.
3. This house is the prettiest.
4. This house is the oldest.
5. This house is the tallest.

1. This house is the biggest.
2. This house is the newest.
3. This house is the prettiest.
4. This house is the oldest.
5. This house is the tallest.

THE SUPERLATIVE DEGREE

The prefix ter- followed by an adjective indicates the superlative degree.

Drill 12

1. Ini rumah yang terbesar.
2. Ini rumah yang terbaru.
3. Ini rumah yang terchantek.
4. Ini rumah yang tertua.
5. Ini rumah yang tertinggi.

Paling precedes the adjective.

Drill 13

1. Rumah ini paling besar.
2. Rumah ini paling baru.
3. Rumah ini paling chantek.
4. Rumah ini paling tua.
5. Rumah ini paling tinggi.

Unit 7

SEJARAH SINGAPURA

Lessons 22-24

1. the first person to open
2. a king
3. who came from Palembang
4. about
5. first man to name it
6. which means "The Lion City"
7. he saw
8. an animal
9. dashed before him
10. his noblemen said

The first man to open Singapore was a Malay-Hindu king who came from Palembang, Sumatra, about eight hundred years ago. His name was Sang Nila Utama. Before it came to be called Singapore, it was "Temasek." Sang Nila Utama was the first man to name it "Singapura" (Singapore), which means "The Lion City," because when Sang Nila Utama first arrived there, he saw an animal dash before him and disappear. His nobleman said it was a lion.

Lesson 22

I. *Reading*

See instructions for this section in Lesson 7, page 79.

Part 1

1. yang mula-mula membuka
2. sa-orang raja
3. yang datang dari Palembang
4. lebeh kurang
5. mula-mula memberi nama
6. erti-nya "Bandar Singa"
7. di-lihat-nya
8. sa-ekor binatang
9. melintas di-hadapan-nya
10. kata orang besar-besar-nya

Orang yang mula-mula membuka Singapura ia-lah sa-orang raja Melayu-Hindu yang datang dari Palembang, Sumatera, lebeh kurang lapan ratus tahun dahulu. Raja itu bernama Sang Nila Utama. Sa-belum datang-nya Sang Nila Utama, Singapura di-panggil Temasek. Sang Nila Utama itu-lah yang mula-mula memberi nama "Singapura," erti-nya "Bandar Singa," kerana pada masa mula-mula Sang Nila Utama sampai itu, di-lihat-nya sa-ekor binatang melintas di-hadapan-nya lalu hilang. Kata orang besar-besar-nya itu-lah singa.

1. have already
2. sea-gypsies
3. primitive Malays
4. from Bentan Island
5. settle in Singapore
6. some elephants and horses
7. the first king of Singapore
8. built a palace
9. adopted the Hindu religion
10. traditions of Javanese kings

When Singapore was first opened by Sang Nila Utama, the people who have already settled in Singapore Island were the sea-gypsies or primitive Malays. Sang Nila Utama brought many Malays from Bentan Island to settle in Singapore and open the country. They also brought some elephants and horses. The first king of Singapore had built a palace on Singapore Hill. He adopted the Hindu religion, but practiced the customs and traditions of Javanese kings.

1. after that
2. was attacked
3. defeated by the army
4. of Majapahit
5. when Singapore was defeated
6. since then
7. came under the rule of
8. a long time after that
9. obtained permission

Part 2

1. yang telah sedia
2. orang-orang laut
3. bangsa Melayu jati
4. dari Pulau Bentan
5. pindah ka-Singapura
6. beberapa ekor gajah dan kuda
7. Raja Singapura yang pertama
8. membangunkan istana
9. berugama Hindu
10. chara raja-raja Jawa

Pada masa Singapura mula-mula di-buka oleh Sang Nila Utama itu, manusia yang telah sedia mendudoki Pulau Singapura itu ia-lah orang-orang laut, ia-itu bangsa Melayu jati. Sang Nila Utama itu telah membawa ramai orang-orang Melayu dari Pulau Bentan datang pindah ka-Singapura membuka negeri itu. Mereka juga bawa beberapa ekor gajah dan kuda. Raja Singapura yang pertama itu telah membangunkan istana di-atas Bukit Singapura. Baginda itu berugama Hindu, tetapi memakai adat istiadat chara raja-raja Jawa.

Part 3

1. kemudian daripada itu
2. telah di-langgar
3. di-kalahkan oleh tentera Majapahit
4. sa-telah Singapura kalah
5. dari semenjak itu
6. masok ka-bawah perentah
7. beberapa lama kemudian
8. dapat kebenaran

9. six years later 10. was sold

About a hundred years later, Singapore was attacked and defeated by the army of Majapahit that had come from the Island of Java. After Singapore was defeated, the king of Singapore, then the fifth after Sang Nila Utama, left Singapore and opened a country in the Malay Peninsula and he called that country "Melaka" (Malacca). After that Singapore came under the rule of the Malacca Malay kings. A long time after that, Singapore came under the rule of the Johore Malay kings. In 1819, an Englishman named Stamford Raffles obtained permission from the Sultan of Singapore for the English to trade in Singapore. Six years later, Singapore was sold by the Sultan of Singapore to the English.

9. enam tahun lepas itu

10. telah di-jualkan

Lebeh kurang sa-ratus tahun kemudian daripada itu, Singapura telah di-langgar dan di-kalahkan oleh tentera Majapahit yang datang dari Pulau Jawa. Sa-telah Singapura kalah, Raja Singapura, ia-itu Raja Singapura yang kelima dari Sang Nila Utama, keluar dari Singapura lalu membuka negeri di-Semenanjong Tanah Melayu dan negeri itu di-namakan-nya "Melaka." Dari semenjak itu Singapura masok ka-bawah perentah raja-raja Melayu Melaka. Beberapa lama kemudian daripada itu, Singapura masok ka-bawah perentah raja-raja Melayu Johor pula. Pada tahun sa-ribu lapan ratus sembilan belas, sa-orang Inggeris bernama Stamford Raffles, dapat kebenaran daripada Sultan Singapura membenarkan orang-orang Inggeris berniaga di-Singa-pura. Enam tahun lepas itu, Singapura telah di-jualkan oleh Sultan Singapura kapada orang-orang Inggeris.

II. *Pronunciation Drills*

See instructions for this section in Lesson 7, page 85.

nama	ugama	panggil
bernama	berugama	di-panggil
langgar	Singapura	lapan
di-langgar	ka-Singapura	kelapan
buka	beri	orang
membuka	memberi	sa-orang
dudok	datang	erti
dudoki	datang-nya	erti-nya

ramai	itu	benar
ramai-kah	itu-lah	benarkan

A: What was the name of the Malay-Hindu king who first opened Singapore, Mr. Basir?

B: His name was Sang Nila Utama.

A: When was Singapore first opened by Sang Nila Utama?

B: It was about 800 years ago.

A: Who was the first man to give it the name "Singapore"?

B: Sang Nila Utama, of course.

A: What was it called before it was named "Singapore"?

B: Temasek.

A: What does "Singapore" mean, Mr. Basir?

B: "Singapore" means "The Lion City."

A: Why did Sang Nila Utama call it "Singapore"?

B: Because when he first landed there, he caught a glimpse of an animal which his noblemen told him, was a lion.

Lesson 23

I. Conversation for Listening

See instructions for this section in Lesson 8, page 87.

A: Siapa nama Raja Melayu-Hindu yang mula-mula membuka Singapura itu, Enche' Basir?

B: Nama-nya Sang Nila Utama.

A: Bila masa-nya Singapura itu mula di-buka oleh Sang Nila Utama?

B: Ada-lah lebeh kurang lapan ratus tahun dahulu.

A: Siapa yang mula-mula memberi nama "Singapura" itu?

B: Sang Nila Utama-lah.

A: Sa-belum bernama Singapura itu, apa nama-nya?

B: Temasek.

A: Apa erti-nya "Singapura" itu, Enche' Basir?

B: "Singa-pura" itu, erti-nya "Bandar Singa."

A: Mengapa Sang Nila Utama menamakan-nya "Singa-pura"?

B: Kerana pada masa baginda mula sampai ka-situ dahulu, baginda nampak melintas lalu sa-ekor binatang yang di-katakan oleh orang-besar-besar baginda itu-lah "singa."

A: Oh, I see. When did the English first come to found the town of Singapore?

B: It was in the early part of 1819.

A: Who was the first Englishman to found the town of Singapore, such that it has become what it is today?

B: He was Stamford Raffles.

A: What was the name of the Malay Sultan who sold Singapore to the English, and in what year?

B: His name was Sultan Husain Shah, in 1824.

A: Oh, six years after it was founded by Stamford Raffles, yes?

B: Yes, that's right.

A: Oh, bagitu. Bila pula mula-nya orang Inggeris datang membuka bandar Singapura itu?

B: Pada awal Tahun Masehi sa-ribu lapan ratus sembilan belas.

A: Siapa nama orang Inggeris yang mula-mula membuka bandar Singapura itu hingga jadi saperti sekarang ini?

B: Nama-nya Stamford Raffles.

A: Siapa nama Sultan Melayu yang menjualkan Singapura itu kapada orang Inggeris, dan pada tahun berapa?

B: Nama-nya Sultan Husain Shah, pada Tahun Masehi sa-ribu lapan ratus dua puloh empat.

A: Oh, enam tahun lepas di-buka oleh Stamford Raffles, ya?

B: Ya, betul-lah bagitu.

II. *Conversation for Memorization*

See instructions for this section in Lesson 8, page 89.

A: --- yang mula-mula membuka Singapura itu, Enche' Basir?
- Siapa nama Raja Melayu-Hindu yang mula-mula membuka Singapura itu, Enche' Basir?

B:
- Nama-nya Sang Nila Utama.

A: --- mula di-buka oleh Sang Nila Utama?
● Bila masa-nya Singapura itu mula di-buka oleh Sang Nila Utama?

B: ● Ada-lah lebeh kurang lapan ratus tahun dahulu.

A: --- nama "Singapura" itu?
● Siapa yang mula-mula memberi nama "Singapura" itu?

B: ● Sang Nila Utama-lah.

A: --- apa nama-nya?
● Sa-belum bernama Singapura itu, apa nama-nya?

B: ● Temasek.

A: ● Apa erti-nya "Singapura" itu, Enche' Basir?

B: ● "Singa-pura" itu, erti-nya "Bandar Singa."

A: ● Mengapa Sang Nila Utama menamakan-nya "Singa-pura"?

B: --- oleh orang-besar-besar baginda itu-lah "singa."
--- binatang yang di-katakan oleh orang-besar-besar baginda itu-lah "singa."
--- baginda nampak melintas lalu sa-ekor binatang yang di-katakan oleh orang-besar-besar baginda itu-lah "singa."
● Kerana pada masa baginda mula sampai ka-situ dahulu, baginda nampak melintas lalu sa-ekor binatang yang di-katakan oleh orang-besar-besar

baginda itu-lah "singa."

A: ● Oh, bagitu.
--- datang membuka bandar Singapura itu?
● Bila pula mula-nya orang Inggeris datang membuka bandar Singapura itu?

B: ● Pada awal Tahun Masehi sa-ribu lapan ratus sembilan belas.

A: --- hingga jadi saperti sekarang ini?
--- yang mula-mula membuka bandar Singapura itu hingga jadi saperti sekarang ini?
● Siapa nama orang Inggeris yang mula-mula membuka bandar Singapura itu hingga jadi saperti sekarang ini?

B: ● Nama-nya Stamford Raffles.

A: --- dan pada tahun berapa?
--- yang menjualkan Singapura itu kapada orang Inggeris, dan pada tahun berapa?
● Siapa nama Sultan Melayu yang menjualkan Singapura itu kapada orang Inggeris, dan pada tahun berapa?

B: ● Nama-nya Sultan Husain Shah, pada Tahun Masehi sa-ribu lapan ratus dua puloh empat.

A: ● Oh, enam tahun lepas di-buka oleh Stamford Raffles, ya?

B: ● Ya, betul-lah bagitu.

III. Conversation for Fluency

See instructions for this section in Lesson 8, page 93.

IV. Conversation for Listening

See instructions for this section in Lesson 8, page 94.

V. Conversation for Participation

See instructions for this section in Lesson 8, page 94.

A: Siapa nama Raja Melayu-Hindu yang mula-mula membuka Singapura itu, Enche' Basir?

B: * * *

A: Bila masa-nya Singapura itu mula di-buka oleh Sang Nila Utama?

B: * * *

A: Siapa yang mula-mula memberi nama "Singapura" itu?

B: * * *

A: Sa-belum bernama Singapura itu, apa nama-nya?

B: * * *

A: Apa erti-nya "Singapura" itu, Enche' Basir?

B: * * *

A: Mengapa Sang Nila Utama menamakan-nya "Singapura"?

B: * * *

A: Oh, bagitu. Bila pula mula-nya orang Inggeris datang membuka bandar Singapura itu?

B: * * *

A: Siapa nama orang Inggeris yang mula-mula membuka bandar Singapura itu hingga jadi saperti sekarang ini?

B: * * *

A: Siapa nama Sultan Melayu yang menjualkan Singapura itu kapada orang Inggeris, dan pada tahun berapa?

B: * * *

A: Oh, enam tahun lepas di-buka oleh Stamford Raffles, ya?

B: * * *

A: * * *

B: Nama-nya Sang Nila Utama.

A: * * *

B: Ada-lah lebeh kurang lapan ratus tahun dahulu.

A: * * *

B: Sang Nila Utama-lah.

A: * * *

B: Temasek.

A: * * *

B: "Singa-pura" itu, erti-nya "Bandar Singa."

A: * * *

B: Kerana pada masa baginda mula sampai ka-situ dahulu, baginda nampak melintas lalu sa-ekor binatang yang di-katakan oleh orang-besar-besar baginda itu-lah "singa."

A: * * *

B: Pada awal Tahun Masehi sa-ribu lapan ratus sembilan belas.

A: * * *

B: Nama-nya Stamford Raffles.

A: * * *

B: Nama-nya Sultan Husain Shah, pada Tahun Masehi sa-ribu lapan ratus dua puloh empat.

A: * * *

B: Ya, betul-lah bagitu.

VI. *Question and Answer Test*

See instructions for this section in Lesson 8, page 97.

1. Siapa nama Raja Melayu-Hindu yang mula-mula membuka Singapura?
   a. Raja Melayu-Hindu yang mula-mula membuka Singapura, Stamford Raffles.
   b. Raja Melayu-Hindu yang mula-mula membuka Singapura, Sang Sapurba.
   c. Raja Melayu-Hindu yang mula-mula membuka Singapura, Sang Nila Utama.
   d. * * *

2. Apa nama Singapura, sa-belum bernama Singapura?
   a. Sa-belum bernama Singapura, nama-nya Johor Baharu.
   b. Sa-belum bernama Singapura, nama-nya Melaka.
   c. Sa-belum bernama Singapura, nama-nya Temasek.
   d. * * *

3. Siapa nama orang Inggeris yang mula-mula membuka bandar Singapura?
   a. Orang Inggeris yang mula-mula membuka bandar Singapura, nama-nya Robert Fullerton.
   b. Orang Inggeris yang mula-mula membuka bandar Singapura, nama-nya Lord Minto.
   c. Orang Inggeris yang mula-mula membuka bandar Singapura, nama-nya Stamford Raffles.
   d. * * *

4. Pada awal Tahun Masehi berapa orang Inggeris mula membuka bandar Singapura?
   a. Orang Inggeris mula membuka bandar Singapura pada awal Tahun Masehi sa-ribu tujoh ratus lapan puloh enam.
   b. Orang Inggeris mula membuka bandar Singapura pada awal Tahun Masehi sa-ribu

lapan ratus sembilan belas.

c. Orang Inggeris mula membuka bandar Singapura pada awal Tahun Masehi sa-ribu lapan ratus dua puloh empat.

d. * * *

5. Siapa nama Sultan Melayu yang menjualkan Singapura itu kapada orang-orang Inggeris pada Tahun Masehi sa-ribu lapan ratus dua puloh empat?

a. Sultan Melayu yang menjualkan Singapura itu kapada orang-orang Inggeris pada Tahun Masehi sa-ribu lapan ratus dua puloh empat, nama-nya Sultan Mahmud Shah.

b. Sultan Melayu yang menjualkan Singapura itu kapada orang-orang Inggeris pada Tahun Masehi sa-ribu lapan ratus dua puloh empat, nama-nya Sultan Hamid Shah.

c. Sultan Melayu yang menjualkan Singapura itu kapada orang-orang Inggeris pada Tahun Masehi sa-ribu lapan ratus dua puloh empat, nama-nya Sultan Husain Shah.

d. * * *

Lesson 24

I. Grammar Notes and Drills

PRONOUNS

In the first person singular, besides the standard saya, the following are also used:

a. aku is used between close friends and by superiors to inferiors:

Aku mahu engkau sapu di-sini dahulu.
I want you to sweep here first.

b. kawan "friend" is used among friends:

Kawan pun hendak pergi juga.
I want to go, too.

c. beta is the form used by the royalty when addressing themselves to commoners:

Beta berbahagia atas kejayaan negeri kita.
I am happy for the success of our country.

d. patek "your slave" is a polite form used by the royalty among themselves and the correct form to be used by commoners when addressing royalty:

Tuanku, patek minta ampun akan kesalahan patek.
Your Highness, please forgive me for my mistake.

e. When the young address their elders, they do not usually use the pronoun "I" but use their own names as though speaking of a third person.

Mak, Minah pergi sekolah, ya.
Mother, I am going to school.

1. I have had tea.
2. I stay in that house.
3. I have repaired the bicycle.
4. I have just come back from the shop.
5. I have also seen that film.
6. I wish my queen to be installed next month.
7. I will send my son to play near the upper part of the river.
8. It was I who cut down that tree.
9. I will carry out your command.

1. We have read the article.
2. We will help Abu at the house.
3. We elect him chairman.
4. We must demand our right.
5. We understand what you mean.

Drill 1

1. Saya sudah minum teh.
2. Aku diam di-rumah itu.
3. Aku sudah baiki basikal itu.
4. Kawan baharu sahaja balek dari kedai.
5. Kawan juga sudah melihat wayang gambar itu.
6. Beta hendak permaisuri beta di-tabalkan bulan depan.
7. Beta akan menghantar anakanda beta bermain ka-ulu.
8. Patek-lah yang menebang pokok itu.
9. Patek junjong titah tuanku.

In the first person plural, the standard pronouns are kami and kita. Although both mean "we," there is a distinct difference between them:

a. kami excludes the person spoken to.
b. kita includes the person spoken to.
c. kami is also often used as a first person singular.

Drill 2

1. Kami sudah membacha renchana itu.
2. Kami akan menolong Abu di-rumah.
3. Kita lantek dia sa-bagai pengerusi.
4. Kita patut tuntut hak kita.
5. Kami faham maksud awak itu.

1. Have you eaten?
2. Where are you going?
3. You enjoy the music.
4. Have you folded those clothes?
5. Forgive me Your Highness, what will Your Highness eat?
6. Your Highness's maids will entertain Your Highness.
7. Habib, you are not going to the mosque tonight?
8. Sharifah will do as you wish.

In the second person, besides the standard awak, the following are also used:

a. engkau is used for intimate friends and inferiors.
b. kamu is used for less intimate friends and acquaintances.
c. tuanku "master" is used to address the higher royalty.
d. tengku or engku are used to address the lesser royalty.
e. habib is used to address male descendents of the prophet.
f. sharifah is used to address female descendents of the prophet.
g. tuan is used to address any male who occupies a dignified position.
h. enche' is used to address any commoner, male or female
i. puan or nona are used to address women, married or single
j. Inferiors and the young do not use "you" with their superiors and their elders. Instead, they address them by their titles.

Drill 3

1. Awak 'dah makan?
2. Engkau hendak ka-mana?
3. Kamu ni'mati bunyi-bunyian itu.
4. Sudah kamu lipat kain itu?
5. Ampun tuanku, apa-kah tuanku hendak santap.
6. Inang-inang engku akan menghiborkan engku.
7. Habib tidak-kah ka-masjid malam ini?
8. Sharifah, apa kehendak sharifah kami ikut.

9. Thank you, Sir, you are very kind.
10. What time will you return from the office, Sir?
11. You are a teacher, aren't you, Miss?
12. What satay do you want, Miss?
13. Do you want to buy fish, Madam?
14. Father, you are not going to the office today?
15. Sister, you don't have to cook tonight.
16. Grandmother, you are going to tell us a story, yes?

1. He has just gone out.
2. He will arrive soon.
3. He has been elected minister.
4. He is district officer.

1. They work in my office.
2. They must be received with respect.
3. They are athletes from Hong Kong.
4. They play well.

9. Terima kaseh tuan, tuan ini baik budi.

10. Enche' pulang dari pejabat pukul berapa?

11. Puan ini sa-orang guru, bukan?

12. Nona hendak sateh apa?

13. Nyonya hendak beli ikan?

14. Bapa, bapa tidak ka-pejabat hari ini?

15. Kakak, kakak 'tak usah masak malam ini.

16. Nenek, nenek akan bercherita, ya?

In the third person singular, the standard forms ia and dia are interchangeable.

Drill 4

1. Ia baharu sahaja keluar.

2. Dia akan sampai sa-kejap lagi.

3. Ia telah di-lantek menjadi menteri.

4. Dia sa-orang pegawai daerah.

Mereka is the standard plural form.

Drill 5

1. Mereka kerja di-pejabat saya.

2. Mereka mesti di-sambut dengan hormat.

3. Mereka ahli sukan dari Hong Kong.

4. Mereka bermain dengan chekap.

1. He is selfish.
2. They are fat.
3. They are hard working.
4. He is bright.

1. That is my book.
2. That is my mother.
3. That is my house.
4. That is my garden.
5. That is my buffalo.
6. That is my younger brother.
7. That is my teacher.

-nya is sometimes used as a personal pronoun in both singular and plural.

Drill 6

1. Kedekut orang-nya.
2. Gemok-gemok orang-nya.
3. Rajin-rajin orang-nya.
4. Bijak orang-nya.

The possessive pronoun is always placed after the item concerned:

Panjang-nya dari barat ka-timor dua puloh enam batu.
Its length from west to east is twenty-six miles.

The possessive forms for the first person singular are saya and aku, interchangeable with its abbreviated form -ku.

Drill 7

1. Itu buku saya.
2. Itu ibu saya.
3. Itu rumah saya.
4. Itu kebun saya.
5. Itu kerbau saya.
6. Itu adek saya.
7. Itu guru saya.

1. This is my book.
2. This is my mother.
3. This is my house.
4. This is my garden.
5. This my buffalo.
6. This is my younger brother.

1. Those are our books.
2. That is our mother.
3. That is our house.
4. That is our garden.

1. Those are your books.
2. That's your mother.
3. That is your house.

Drill 8

1. Ini buku-ku.
2. Ini ibu aku.
3. Ini rumah-ku.
4. Ini kebun aku.
5. Ini kerbau-ku.
6. Ini adek aku.

The possessive pronouns for the first person plural are kami and kita.

Drill 9

1. Itu buku kita.
2. Itu ibu kami.
3. Itu rumah kita.
4. Itu kebun kami.

The possessive in the second person, both singular and plural, is indicated by the standard forms and by the suffix -mu, which is an abbreviation of kamu.

Drill 10

1. Itu buku kamu.
2. Itu ibu-mu.
3. Itu rumah kamu.

4. That is your garden.
5. That is your buffalo.
6. That is your younger brother.

1. Those are his books.
2. That is his mother.
3. That is his house.
4. That is his garden.
5. Those are his buffaloes.
6. That is his younger brother.

1. Those are their books.
2. That is their mother.
3. That is their house.
4. That is their garden.
5. That is their buffalo.
6. That is their younger brother.

4. Itu kebun-mu.

5. Itu kerbau kamu.

6. Itu adek-mu.

The possessive pronoun for the third person singular is -nya. It is also sometimes used for the third person plural.

Drill 11

1. Itu buku-buku-nya.

2. Itu ibu-nya.

3. Itu rumah-nya.

4. Itu kebun-nya.

5. Itu kerbau-kerbau-nya.

6. Itu adek-nya.

The possessive pronoun for the third person plural is mereka.

Drill 12

1. Itu buku-buku mereka.

2. Itu ibu mereka.

3. Itu rumah mereka.

4. Itu kebun mereka.

5. Itu kerbau mereka.

6. Itu adek mereka.

1. The bird flies very fast.
2. The train moves very slowly.
3. He eats a lot.
4. He sleeps soundly.
5. He speaks gently.

In some cases, the noun or pronoun indicating possession follows the predicate.

Drill 13

1. Terbang burong itu sangat chepat.
2. Jalan kereta-api itu sangat lambat.
3. Makan-nya banyak sa-kali.
4. Tidur-nya nyenyak sa-kali.
5. Chakap-nya lemah lembut.

Unit 8

HASIL-HASIL TANAH MELAYU

Lessons 25-27

1. natural resources of Malaya
2. chiefly
3. throughout the world
4. palm oil
5. tea and sago
6. coal and gold
7. rubber
8. exported
9. Singapore Harbor
10. leading

The most important natural resources of Malaya, well-known throughtout the world, are rubber and tin. Other important products of Malaya are rice, pineapples, copra, palm oil and fish. There are also arecanuts, tapioca, tea and sago. There are small quantities of iron, coal and gold. Rubber and tin from Malaya are exported chiefly to the United Kingdom and the United States of America, via Singapore, which is the world's leading rubber market.

Lesson 25

I. Reading

See instructions for this section in Lesson 7, page 79.

Part 1

1. hasil bumi Malaya
2. terutama sa-kali
3. ka-seluroh dunia
4. minyak kelapa sawit
5. teh dan sagu
6. arang batu dan emas
7. hasil getah
8. di-hantar keluar negeri
9. pelabohan Singapura
10. yang terpenting

Hasil bumi Malaya yang terutama sa-kali dan telah mashhur ka-seluroh dunia, ia-lah getah dan timah. Lain-lain hasil Malaya yang utama ia-lah beras, nenas, kelapa kering, minyak kelapa sawit dan ikan. Di-Malaya di-dapati juga pinang, ubi kayu, teh dan sagu. Besi, arang batu dan emas ada juga sadikit. Hasil getah dan timah dari Malaya itu, di-hantar keluar negeri, terutama ka-United Kingdom dan Amerika Sharikat, dari pelabohan Singapura sa-bagai pasar getah yang terpenting dalam dunia.

1. rubber industry
2. labor
3. exports
4. the most important from Malaya
5. prosperity
6. in the whole of Malaya
7. half a million acres
8. toys
9. water hoses
10. tires

In the rubber and tin industries of Malaya, there is a great deal of labor being employed; these two products are the most important exports from Malaya; almost two-thirds of Malaya's export is rubber. The prosperity of Malaya depends on these two products. In the whole of Malaya there are about 3,500,000 acres of rubber plantations. A variety of goods for human use made of rubber, such as shoes, flooring, toys, water hoses and others, are manufactured in the Federation of Malaya and Singapore. The rubber exported to the United Kingdom and the United States is chiefly made into tires.

1. tin
2. one-third of
3. mining
4. smelted into tin
5. pineapple-canning
6. important industry
7. canned-pineapples

Part 2

1. perusahaan getah
2. tenaga buroh
3. hasil keluar
4. terutama dari Malaya
5. kema'amuran
6. di-seluroh Malaya
7. sa-tengah juta ekar
8. barang-barang permainan kanak-kanak
9. saluran ayer
10. getah roda kereta

Dalam perusahaan getah dan bijeh-timah di-Malaya, sangat banyak memakai tenaga buroh dan kedua-dua benda itu-lah hasil keluar yang terutama dari Malaya, hampir dua pertiga daripada hasil keluar dari Malaya ia-lah getah. Kapada kedua-dua hasil itu-lah bergantong kema'amuran Malaya. Di-seluroh Malaya masa ini ada lebeh kurang tiga sa-tengah juta ekar kebun getah. Banyak barang-barang bagi pergunaan manusia di-buat daripada getah, di-perbuat di-Persekutuan Tanah Melayu dan Singapura, ia-itu saperti kasut, lantai, barang-barang permainan kanak-kanak, saluran ayer dan sa-bagai-nya. Getah-getah yang di-hantar ka-United Kingdom dan Amerika Sharikat terutama di-jadikan getah roda kereta.

Part 3

1. hasil timah
2. satu pertiga daripada
3. pekerjaan melombong
4. di-lebor menjadi timah
5. mengetin nenas
6. perusahaan yang mustahak
7. nenas-nenas dalam tin

8. other industries
9. exporting
10. manufacturing soft drinks

Malaya is the world's largest producer of tin; that is, one-third of the world's supply of tin is exported from Malaya. The mining of tin-ore is the second largest industry in Malaya, next to rubber. The tin ore in Malaya is smelted into tin in Singapore and Penang, and from there it is exported throughout the world. The pineapple-canning industry is one of the important industries in Malaya. Many of the canned pineapples are exported. Vast pineapple plantations are found in the state of Johore. Other industries in Malaya are palm oil and copra industries. The chief ports for exporting tin from Malaya are Singapore, Penang and Port Swettenham. Now, since Malaya has gained her independence various industries have been set up in Malaya, such as manufacturing cigarettes, soap, canned milk and soft drinks for extensive use in this country..

8. lain-lain perusahaan
9. bagi menghantarkan
10. membuat minuman-minuman

Malaya ia-lah negeri yang terutama dalam dunia banyak mengeluarkan hasil timah, ia-itu satu pertiga daripada timah untok pergunaan dunia di-keluarkan dari Malaya. Pekerjaan melombong bijeh timah ini-lah perusahaan yang kedua besar-nya daripada perusahaan getah di-Malaya. Bijeh timah di-Malaya terdahulu di-lebor menjadi timah di-Singapura dan Pulau Pinang, dari situ-lah baharu di-hantar keluar negeri ka-seluroh dunia. Perusahaan mengetin nenas ia-lah satu daripada perusahaan yang mustahak di-Malaya. Nenas-nenas dalam tin banyak di-hantar keluar negeri. Kebun-kebun nanas yang luas ia-lah di-negeri Johor. Lain-lain per-usahaan di-Malaya ia-lah perusahaan membuat minyak kelapa sawit dan kelapa kering. Pelabohan-pelabohan yang terutama bagi menghantarkan hasil-hasil timah dari Malaya ia-lah Singapura, Pulau Pinang dan Port Swettenham. Sekarang ini, semenjak Malaya telah merdeka, berbagai-bagai perusahaan telah di-adakan di-Malaya, saperti perusahaan membuat rokok, sabun, mengetin susu dan membuat minuman-minuman yang mustahak bagi pergunaan dalam negeri.

II. *Pronunciation Drills*

See instructions for this section in Lesson 7, page 85.

berdua	berlombong	bergantong
kedua	melombong	tergantong

di-seluroh	di-lebor	di-buat
ka-seluroh	melebor	perbuat
di-tengah	ketiga	pergunaan
sa-tengah	pertiga	pergunakan
minuman	saluran	menghantari
minum-lah	salur-nya	menghantarkan
situ-kah	besarkan	di-jadikan
situ-lah	besar-nya	di-jadi-nya

A: What products of Malaya are exported in great quantities, Mr. Basir?

B: Rubber and tin, Mr. Ahmad.

A: What countries buy most of Malaya's rubber and tin?

B: The United Kingdom and the United States of America.

A: Which ports specially export Malaya's rubber and tin?

B: Especially the ports of Singapore, Penang and Port Swettenham.

A: Other than rubber and tin, what are the other important natural resources of Malaya?

B: Other than rubber and tin, there are rice, pineapples, coconut, palm oil and fish.

A: Which state produces most of Malaya's pineapples and palm oil?

B: The state of Johore.

A: What state produces most tin?

B: The state of Perak, especially the Kinta district.

Lesson 26

I. *Conversation for Listening*

See instructions for this section in Lesson 8, page 87.

A: Apa dia hasil bumi Malaya yang banyak di-hantar keluar negeri, Enche' Basir?

B: Getah dan timah-lah, Enche' Ahmad.

A: Negeri-negeri mana yang banyak membeli getah dan timah dari Malaya itu?

B: United Kingdom dan Amerika Sharikat-lah.

A: Getah dan timah dari Malaya itu, pelabohan mana yang terutama menghantarkan-nya keluar negeri?

B: Terutama dari pelabohan-pelabohan Singapura, Pulau Pinang dan Port Swettenham.

A: Lain daripada getah dan timah, apa-apa lagi hasil bumi yang terutama di-Malaya itu?

B: Lain daripada getah dan timah, ada juga beras, nenas, kelapa, minyak kelapa sawit dan ikan.

A: Nenas dan minyak kelapa sawit dari Malaya itu, negeri apa yang banyak menghasilkan-nya?

B: Negeri Johor-lah.

A: Bijeh-timah itu pula, negeri apa yang banyak menghasilkan-nya?

B: Negeri Perak-lah, terutama dari daerah yang ber-

A: What can be made from rubber?

B: It can be made into many useful things.

A: Can you mention some of the things that can be made from rubber?

B: Shoes, floorings, toys, water hoses, raincoats, tires and many others.

nama Kinta.

A: Getah itu boleh di-buat apa?

B: Boleh di-buat bermacham-macham barang bagi pergunaan manusia.

A: Boleh awak sebutkan sadikit barang-barang yang boleh di-buat daripada getah itu?

B: Kasut, lantai, permainan kanak-kanak, saluran ayer, baju hujan, getah roda kereta dan banyak lain-lain lagi.

II. *Conversation for Memorization*

See instructions for this section in Lesson 8, page 89.

A: --- yang banyak di-hantar keluar negeri, Enche' Basir?

● Apa dia hasil bumi Malaya yang banyak di-hantar keluar negeri, Enche' Basir?

B: ● Getah dan timah-lah, Enche' Ahmad.

A: --- yang banyak membeli getah dan timah dari Malaya itu?

● Negeri-negeri mana yang banyak membeli getah dan timah dari Malaya itu?

B: ● United Kingdom dan Amerika Sharikat-lah.

A: --- yang terutama menghantarkan-nya keluar negeri?
--- pelabohan mana yang terutama menghantarkan-nya keluar negeri?
● Getah dan timah dari Malaya itu, pelabohan mana yang terutama menghantarkan-nya keluar negeri?

B: --- Pulau Pinang dan Port Swettenham.
● Terutama dari pelabohan-pelabohan Singapura, Pulau Pinang dan Port Swettenham.

A: --- yang terutama di-Malaya itu?
--- apa-apa lagi hasil bumi yang terutama di-Malaya it
● Lain daripada getah dan timah, apa-apa lagi hasil bumi yang terutama di-Malaya itu?

B: --- minyak kelapa sawit dan ikan.
--- ada juga beras, nenas, kelapa, minyak kelapa sawit dan ikan.
● Lain daripada getah dan timah, ada juga beras, nenas, kelapa, minyak kelapa sawit dan ikan.

A: --- negeri apa yang banyak menghasilkan-nya?
● Nenas dan minyak kelapa sawit dari Malaya itu, negeri apa yang banyak menghasilkan-nya?

B: ● Negeri Johor-lah.

A: --- negeri apa yang banyak menghasilkan-nya?
● Bijeh-timah itu pula, negeri apa yang banyak menghasilkan-nya?

B: --- terutama dari daerah yang bernama Kinta.
● Negeri Perak-lah, terutama dari daerah yang bernama Kinta.

A: ● Getah itu boleh di-buat apa?

B: --- bagi pergunaan manusia.
● Boleh di-buat bermacham-macham barang bagi pergunaan manusia.

A: --- yang boleh di-buat daripada getah itu?
● Boleh awak sebutkan sadikit barang-barang yang boleh di-buat daripada getah itu?

B: --- getah roda kereta dan banyak lain-lain lagi.
--- saluran ayer, baju hujan, getah roda kereta dan banyak lain-lain lagi.
● Kasut, lantai, permainan kanak-kanak, saluran ayer, baju hujan, getah roda kereta dan banyak lain-lain lagi.

III. *Conversation for Fluency*

See instructions for this section in Lesson 8, page 93.

IV. Conversation for Listening

See instructions for this section in Lesson 8, page 94.

V. Conversation for Participation

See instructions for this section in Lesson 8, page 94.

A: Apa dia hasil bumi Malaya yang banyak di-hantar keluar negeri, Enche' Basir?

B: * * *

A: Negeri-negeri mana yang banyak membeli getah dan timah dari Malaya itu?

B: * * *

A: Getah dan timah dari Malaya itu, pelabohan mana yang terutama menghantarkan-nya keluar negeri?

B: * * *

A: Lain daripada getah dan timah, apa-apa lagi hasil bumi yang terutama di-Malaya itu?

B: * * *

A: Nenas dan minyak kelapa sawit dari Malaya itu, negeri apa yang banyak menghasilkan-nya?

B: * * *

A: Bijeh-timah itu pula, negeri apa yang banyak menghasilkan-nya?

B: * * *

A: Getah itu boleh di-buat apa?

B: * * *

A: Boleh awak sabutkan sadikit barang-barang yang boleh di-buat daripada getah itu?

B: * * *

A: * * *

B: Getah dan timah-lah, Enche' Ahmad.

A: * * *

B: United Kingdom dan Amerika Sharikat-lah.

A: * * *

B: Terutama dari pelabohan-pelabohan Singapura, Pulau Pinang dan Port Swettenham.

A: * * *

B: Lain daripada getah dan timah, ada juga beras, nenas, kelapa, minyak kelapa sawit dan ikan.

A: * * *

B: Negeri Johor-lah.

A: * * *

B: Negeri Perak-lah, terutama dari daerah yang bernama Kinta.

A: * * *

B: Boleh di-buat bermacham-macham barang bagi pergunaan manusia.

A: * * *

B: Kasut, lantai, permainan kanak-kanak, saluran ayer, baju hujan, getah roda kereta dan banyak lain-lain lagi.

VI. *Question and Answer Test*

See instructions for this section in Lesson 8, page 97.

1. Apa dia dua jenis hasil Malaya yang banyak di-hantar keluar negeri?
   a. Kelapa kering dan minyak sapi.
   b. Getah dan timah.
   c. Besi dan emas.
   d. * * *

2. Nenas yang keluar dari Malaya, banyak keluar dari negeri apa?
   a. Nanas banyak keluar dari negeri Johor.
   b. Nanas banyak keluar dari negeri Pahang.
   c. Nanas banyak keluar dari negeri Melaka.
   d. * * *

3. Apa nama daerah dalam negeri Perak yang banyak sa-kali mengeluarkan bijeh-timah?
   a. Daerah Batang Padang.
   b. Daerah Hilir Perak.
   c. Daerah Kinta.
   d. * * *

4. Apa nama pelabohan di-Malaya yang banyak sa-kali menghantarkan getah keluar negeri?
   a. Pelabohan Port Swettenham.
   b. Pelabohan Singapura.
   c. Pelabohan Pulau Pinang.
   d. * * *

5. Sebutkan dua jenis benda bagi pergunaan manusia yang boleh di-buat daripada getah?
   a. Kapal terbang dan kapal laut.
   b. Baju hujan dan roda kereta.
   c. Rumah batu dan besi pemukul.
   d. * * *

1. The man who is walking there lives in Kampong Gelam.
2. The pupil who studies hard will be cleverer.
3. Those who like to read will have more knowledge.
4. Those who work hard will be happy.
5. The woman who was speaking just now is my sister.

1. The book which Abdullah borrowed is lost.
2. The book which Abdullah bought is too expensive.
3. The book which I have read I keep.
4. The book which you gave Abdullah is very good.
5. The book which he has just bought is very dirty.

Lesson 27

I. Grammar Notes and Drills

PRONOUNS, continued

Yang has four functions as a relative pronoun:
a. as the standard relative pronoun
b. as the object of a passive construction
c. as a semi-demonstrative, translated as "the one which"
d. as a confirmation of the preceding word

Drill 1

1. Orang, yang berjalan itu, tinggal di-Kampong Gelam.
2. Murid, yang rajin belajar, lekas pandai.
3. Orang, yang suka membacha, luas pengetahuan-nya.
4. Orang, yang bekerja keras, akan berbahagia.
5. Orang, yang berchakap tadi, kakak saya.

Drill 2

1. Buku, yang di-pinjam Abdullah sudah hilang.
2. Buku, yang di-beli Abdullah, terlalu mahal.
3. Buku, yang sudah saya bacha, saya simpan.
4. Buku, yang awak beri Abdullah, sangat baik.
5. Buku, yang baru di-beli-nya sangat kotor.

1. I like the big one.
2. I like the blue one.
3. I like the white one.
4. I like the expensive one.
5. I like the cheap one.
6. I like the young one.
7. I like the old one.
8. I like the small one.

1. It was I who came yesterday.
2. It was I who took it.
3. It was I who painted the picture.
4. It was I who applied for the job.
5. It was I who was looking for you.
6. It was I who looked after him.
7. It was I who taught there.
8. It was I who got the scholarship.
9. It was I who saw him.
10. It was I who was waiting for him.

Drill 3

1. Saya suka yang besar.
2. Saya suka yang biru.
3. Saya suka yang puteh.
4. Saya suka yang mahal.
5. Saya suka yang murah.
6. Saya suka yang muda.
7. Saya suka yang tua.
8. Saya suka yang kechil.

Drill 4

1. Saya yang datang kemarin.
2. Saya yang mengambil-nya.
3. Saya yang melukis gambar itu.
4. Saya yang minta pekerjaan itu.
5. Saya yang menchari kamu.
6. Saya yang memelihara dia.
7. Saya yang mengajar di-situ.
8. Saya yang mendapat biasiswa itu.
9. Saya yang melihat-nya.
10. Saya yang menunggu dia.

1. That book is the best.
2. That house is too big.
3. That man is my brother.
4. At that moment, I was at home.
5. That article has been sold.
6. That road is being repaired.
7. That article was written by Ahmad.
8. That car is too fast.

1. I have just planted this tree.
2. This flower is sweet smelling.
3. This padi field belongs to Ali.
4. I wove this mat.
5. This child is my pupil.
6. I have just repaired this shoe.
7. This dress is getting tight.
8. This chair has to be painted.

Ini and itu function as demonstrative pronouns, as well as definite articles.

Drill 5

1. Buku itu baik sa-kali.
2. Rumah itu besar benar.
3. Orang itu abang saya.
4. Masa itu saya ada di-rumah.
5. Barang itu sudah di-jual.
6. Jalan itu sedang di-baiki.
7. Renchana itu Ahmad yang menulis-nya.
8. Kereta itu laju sangat.

Drill 6

1. Pokok ini baharu saya tanam.
2. Bunga ini harum bau-nya.
3. Sawah ini Ali punya.
4. Tikar ini saya menganyam-nya.
5. Budak ini murid saya.
6. Kasut ini baharu saya tampal.
7. Baju ini sudah sempit.
8. Kerusi ini mesti di-chat.

1. I have been staying here a long time.
2. I like staying here.
3. How far is Kuala Lumpur from here?
4. I will start from here.
5. My younger sister stays here, too.
6. Come here and let me see.
7. I hope you like coming here.
8. Do come here again, whenever you are free.
9. If I come again I'll bring her along.
10. Here, it rains every day.

1. There, you can get what you want.
2. From there, you can see the Straits of Malacca.
3. When you go there, do bring back some batik sarong.
4. I bought this from there.
5. There, the cost of living is very low.
6. I would like to be transferred there.

Sini "here," situ "there," and sana "over there" indicate place. They are always preceded by a preposition or prepositional prefix: di-, dari, or ka-. Ka-mari is interchangeable with ka-sini.

Drill 7

1. Saya sudah lama tinggal di-sini.
2. Saya suka diam di-sini.
3. Berapa jauh Kuala Lumpur dari sini?
4. Saya akan mulai dari sini.
5. Adek saya tinggal di-sini juga.
6. Mari ka-mari saya tengok.
7. Saya harap awak suka datang ka-mari.
8. Datang-lah ka-sini lagi bila lapang.
9. Kalau saya ka-sini nanti saya bawa dia sa-kali.
10. Di-sini hujan tiap-tiap hari.

Drill 8

1. Di-situ boleh di-dapati apa yang tuan chari.
2. Dari situ kita boleh nampak Selat Melaka.
3. Bila awak ka-situ, bawak pulang kain batek.
4. Saya beli ini dari sana.
5. Di-sana penghidupan sangat murah.
6. Saya ingin pindah ka-sana.

7. Buses go there every day.
8. From there I'll go to your house.
9. I'll meet your mother there.
10. From there I'll come back by taxi.

1. That is how people work.
2. That is how people make batik sarong.
3. That is his situation.
4. Don't say that.
5. I do not like such behaviour.
6. If that is how you feel, I had better go.
7. If you work like that, it won't be finished by tomorrow.
8. Write like that, so that I find it easier to read.
9. That sort of food doesn't agree with me.
10. That kind of news will make him happy.

1. So, this is how you use up your time.
2. If this goes on, we won't be able to go tomorrow.

7. Tiap-tiap hari ada bas ka-sana.

8. Dari sana saya akan ka-rumah-mu.

9. Di-situ saya akan bertemu dengan ibu-mu.

10. Dari situ saya akan pulang naik teksi.

Bagini "in this way" and bagitu "in that way" are derived from bagai ini and bagai itu.

Drill 9

1. Bagitu-lah chara orang bekerja.

2. Bagitu-lah chara orang membuat kain batek.

3. Bagitu-lah keadaan-nya.

4. Jangan kata bagitu.

5. Saya tidak suka kelakuan bagitu.

6. Kalau bagitu-lah perasaan awak, biar-lah saya pergi

7. Kalau awak bekerja bagitu, 'takkan siap besok.

8. Tulis-lah bagitu, senang saya membacha-nya nanti.

9. Makanan bagitu tiada setuju dengan saya.

10. Berita bagitu tentu menyukakan-nya.

Drill 10

1. Bagini-lah rupa-nya awak menggunakan masa awak.

2. Kalau bagini juga 'tak dapat-lah kita pergi besok.

3. This is how we live.
4. This is how the children here learn.
5. If this is what it costs, I don't want to buy it.
6. Do this often and you'll get better soon.
7. Read like this, so that you can be heard properly.
8. This is how people tap rubber.
9. If it's going to be hot like this, our padi fields will be dry.
10. Sit like this, so that the light will be behind you.

3. Bagini-lah kehidupan kami.

4. Bagini-lah chara kanak-kanak di-sini belajar.

5. Kalau bagini harga-nya 'tak mahu-lah saya.

6. Buat bagini selalu, nanti semboh-lah.

7. Bacha bagini supaya terang di-dengar.

8. Bagini-lah gaya-nya orang menoreh getah.

9. Kalau panas-nya bagini kering-lah sawah kita.

10. Dudok bagini supaya chahaya lampu itu di-belakang awak.

Unit 9

TARIAN MELAYU

Lessons 28-30

_____

1. dance tune
2. played only
3. now being played
4. musical instruments
5. a variety of tunes
6. we find today
7. can be sung
8. interesting
9. love poems
10. contain riddles

One of Malaya's well known dance tunes is the "Ronggeng". It used to be played only on the flute, "gong" and the drum. But now it is being played on modern musical instruments. Among the variety of "Ronggeng" tunes that we can find today, the popular ones are "Dondang Sayang," "Mak Inang," "Changgong," "Serampang Dua Belas" and others. These "Ronggeng" tunes can be sung by the Malayans in interesting "Pantun" (poems) of love and "question-and-answer" verses which sometimes contain riddles.

Lesson 28

I. *Reading*

See instructions for this section in Lesson 7, page 79.

Part 1

1. irama tarian
2. hanya di-mainkan
3. sekarang di-mainkan
4. perkakas bunyi-bunyian
5. bermacham-macham lagu
6. kita saksikan sekarang
7. boleh di-nyanyikan
8. yang menarek hati
9. pantun berkaseh-kasehan
10. mengandongi teka-teki

Satu daripada irama tarian Malay yang terkenal ia-lah irama lagu yang di-sebut "Ronggeng." Lagu ini dahulu hanya di-mainkan dengan serunai, gong dan gendang. Tetapi sekarang di-mainkan dengan perkakas bunyi-bunyian moden. Di-antara bermacham-macham lagu Ronggeng yang dapat kita saksikan sekarang, yang terkenal-nya ia-lah lagu-lagu yang bernama "Dondang Sayang," "Mak Inang," "Changgong," "Serampang Dua Belas" dan lain-lain lagi. Lagu-lagu Ronggeng itu, oleh orang-orang Malaya, boleh di-nyanyikan mereka dengan pantun-pantun yang menarek hati, ia-itu pantun berkaseh-kasehan, dan pantun-pantun berbalas yang kadang-kadang mengandongi teka-teki.

1. at the kings' palaces
2. at social functions
3. amusement parks
4. popular
5. men and women
6. hold hands
7. bodily contact
8. embracing
9. dance steps
10. very enjoyable

In the olden days, the "Ronggeng" was only held in the kings' palaces. But today it is very popular, and is danced at social functions, at amusement parks, and in villages. The dancers dance in couples, men and men, or men and women. The male and the female dancers are not allowed to hold hands, to have any bodily contact, and embracing each other, as in Western dancing, is definitely prohibited. Although the steps of this dance are not set like Western dancing, it is still very enjoyable to watch when danced by experienced dancers.

1. popular among the young men and women
2. the dance has to be
3. lively
4. movements of the feet
5. tempo
6. wedding ceremonies

Part 2

1. di-istana raja-raja
2. dalam keramaian-keramaian
3. taman-taman hiboran
4. di-sukai ramai
5. laki-laki dengan perempuan
6. pegang tangan
7. bersentoh badan
8. berpelok-pelok
9. langkah-langkah tarian
10. sangat-lah seronok

Pada zaman dahulu, tarian Ronggeng itu, hanya di-tarikan di-istana raja-raja sahaja. Tetapi sekarang telah di-tarikan dalam keramaian-keramaian biasa, di-taman-taman hiboran dan di-kampong-kampong, dan sangat di-sukai ramai. Penari-penari dalam tarian ini berpasang-pasang, antara laki-laki dengan laki-laki, atau laki-laki dengan perempuan. Penari laki-laki dengan penari perempuan dalam tarian ini, tiada boleh berpegang-pegang tangan, atau bersentoh badan, apa lagi berpelok-pelok saperti tarian barat, itu sangat di-larang. Sunggoh pun langkah-langkah tarian Ronggeng itu tiada di-tetapkan saperti tarian barat, tetapi jika di-tarikan oleh mereka yang mahir menarikan-nya, sangat-lah seronok melihat-nya.

Part 3

1. di-gemari oleh pemuda-pemuda
2. tarian itu berkehendak-kan
3. yang chergas
4. pergerakan kaki
5. rentak lagu-lagu
6. majlis-majlis per-kahwinan

7. female dancers
8. by the host
9. trying to find
10. social dance

Today the "Ronggeng" is especially popular among the young men and women, for the tempo of the dance has to be lively, especially the movements of the feet, which have to keep time to the lilting and lively "Ronggeng" tune. The "Ronggeng" is usually held at weddings and on festive occasions. The musicians and the female dancers are usually the professional ones; but the male dancers are the guests who have been invited to the occasion by the host. The Malayan youths are trying to find suitable dances for social events.

7. penari-penari perempuan
8. oleh tuan-rumah
9. hendak menchari
10. tarian pergaulan

Pada masa ini, tarian Ronggeng itu terutama di gemari oleh pemuda-pemuda, laki-laki dan perempuan, kerana pergerakan dalam tarian itu berkehendakkan pergerakan yang chergas, terutama pergerakan kaki yang mesti di-samakan dengan rentak lagu-lagu Ronggeng yang biasa-nya chergas dan hidup itu. Tarian Ronggeng itu biasa di-buat dalam majlis-majlis perkahwinan dan majlis bersuka-suka. Ahli bunyi-bunyian dan penari-penari perempuan dalam tarian Ronggeng itu, biasa-nya orang-orang yang khas dalam pekerjaan itu; tetapi penari-penari laki-laki ia-lah tamu-tamu yang di-jemput oleh tuan-rumah datang ka-majlis itu. Pemuda-pemuda di-Malaya sekarang sedang berusaha hendak menchari atau menetapkan tarian-tarian yang hendak di-jadikan tarian pergaulan yang di-sukai ramai.

II. *Pronunciation Drills*

See instructions for this section in Lesson 7, page 85.

bernyanyian di-nyanyikan	bertarian menarikan	di-datangkan kedatangan
kelihatan melihat-nya	di-tarekkan menareki	membuatkan perbuatan
kerajaan merajai	menggerakkan pergerakan	berkehendakkan di-kehendak-nya
di-kandongkan mengandongi	di-kahwinkan perkahwinan	di-mainkan permainan

bersama-lah	keramaian	di-situ-kah
di-samakan	meramaikan	ka-situ-lah

A: Hello, Mr. Basir, let's go to the wedding ceremony of Mr. Selamat's daughter tonight. Are you invited?

B: Yes, I was invited too. Let's go together tonight.

A: Will there be any "Ronggeng" at Mr. Selamat's house tonight?

B: I was told there will be a "Ronggeng" at the ceremony. It is said that the women dancers are beautiful and talented.

A: Are you going to dance tonight?

B: I think I will, because it's a long time since I last danced.

A: What tune do you like to dance to?

B: I like any "Ronggeng" tune.

A: Which one do you like best?

B: I like the tunes of "Serampang Dua Belas" and "Dondang Sayang" best. What about you?

A: I like the tunes of "Mak Inang" and "Changgong."

Lesson 29

I. Conversation for Listening

See instructions for this section in Lesson 8, page 87.

A: Hai, Enche' Basir, mari kita pergi ka-majlis perkahwinan anak Enche' Selamat itu malam ini. Awak di-jemput-nya?

B: Ya, saya pun di-jemput-nya. Malam ini sama-sama-lah kita pergi.

A: Ada beronggeng di-rumah Enche' Selamat itu malam ini?

B: Saya di-beri tahu ada majlis menari ronggeng. Khabar-nya penari-penari perempuan-nya chantek-chantek dan pandai-pandai menari.

A: Malam ini awak 'nak menari 'tak?

B: Rasa-nya saya 'nak menari, kerana saya 'dah lama 'tak berjoget.

A: Apa nama lagu ronggeng yang awak suka menari?

B: Sa-barang lagu ronggeng saya suka.

A: Yang awak suka sa-kali lagu apa?

B: Yang saya suka sa-kali lagu "Serampang Dua Belas" dan lagu "Dondang Sayang." Awak lagu apa?

A: Saya pulak, suka lagu "Mak Inang" dan lagu "Changgong."

B: Those tunes are also nice to dance to.

A: All right, don't forget we're going together tonight, yes?

B: I won't forget. What are you going to wear?

A: I am going to wear Western clothes.

B: I am going to wear the national costume — the Malay costume.

B: Lagu-lagu itu pun sedap juga di-tarikan.

A: Baik-lah, jangan lupa malam ini kita pergi sama, ya?

B: 'Tak lupa. Awak pakai pakaian apa?

A: Saya 'nak pakai pakaian chara barat.

B: Saya 'nak pakai pakaian kebangsaan — pakaian Melayu.

II. *Conversation for Memorization*

See instructions for this section in Lesson 8, page 89.

A: --- anak Enche' Selamat itu malam ini.
--- ka-majlis perkahwinan anak Enche' Selamat itu malam ini.
- Hai, Enche' Basir, mari kita pergi ka-majlis perkahwinan anak Enche' Selamat itu malam ini.
- Awak di-jemput-nya?

B:
- Ya, saya pun di-jemput-nya.
- Malam ini sama-sama-lah kita pergi.

A:
- Ada beronggeng di-rumah Enche' Selamat itu malam ini?

B:
- Saya di-beri tahu ada majlis menari ronggeng.
--- chantek-chantek dan pandai-pandai menari.
- Khabar-nya penari-penari perempuan-nya

chantek-chantek dan pandai-pandai menari.

A: ● Malam ini awak 'nak menari 'tak?

B: --- kerana saya 'dah lama 'tak berjoget.
● Rasa-nya saya 'nak menari, kerana saya 'dah lama 'tak berjoget.

A: --- yang awak suka menari?
● Apa nama lagu ronggeng yang awak suka menari?

B: ● Sa-barang lagu ronggeng saya suka.

A: ● Yang awak suka sa-kali lagu apa?

B: --- dan lagu "Dondang Sayang."
● Yang saya suka sa-kali lagu "Serampang Dua Belas" dan lagu "Dondang Sayang."
● Awak lagu apa?

A: --- dan lagu "Changgong."
● Saya pulak, suka lagu "Mak Inang" dan lagu "Changgong."

B: ● Lagu-lagu itu pun sedap juga di-tarikan.

A: ● Baik-lah.
● Jangan lupa malam ini kita pergi sama, ya?

B: ● 'Tak lupa.
● Awak pakai pakaian apa?

A: ● Saya 'nak pakai pakaian chara barat.

B: ● Saya 'nak pakai pakaian kebangsaan — pakaian Melayu.

III. *Conversation for Fluency*

See instructions for this section in Lesson 8, page 93.

IV. *Conversation for Listening*

See instructions for this section in Lesson 8, page 94.

V. *Conversation for Participation*

See instructions for this section in Lesson 8, page 94.

A: Hai, Enche' Basir, mari kita pergi ka-majlis per-kahwinan anak Enche' Selamat itu malam ini. Awak di-jemput-nya?

B: * * *

A: Ada beronggeng di-rumah Enche' Selamat itu malam ini?

B: * * *

A: Malam ini awak 'nak menari 'tak?

B: * * *

A: Apa nama lagu ronggeng yang awak suka menari?

B: * * *

A: Yang awak suka sa-kali lagu apa?

B: * * *

A: Saya pulak, suka lagu "Mak Inang" dan lagu "Chang gong."

B: * * *

A: Baik-lah, jangan lupa malam ini kita pergi sama, ya?

B: * * *

A: Saya 'nak pakai pakaian chara barat.

B: * * * _____

A: * * *

B: Ya, saya pun di-jemput-nya. Malam ini sama-sama-lah kita pergi.

A: * * *

B: Saya di-beri tahu ada majlis menari ronggeng. Khabar-nya penari-penari perempuan-nya chantek-chantek dan pandai-pandai menari.

A: * * *

B: Rasa-nya saya 'nak menari, kerana saya 'dah lama 'tak berjoget.

A: * * *

B: Sa-barang lagu ronggeng saya suka.

A: * * *

B: Yang saya suka sa-kali lagu "Serampang Dua Belas" dan lagu "Dondang Sayang." Awak lagu apa?

A: * * *

B: Lagu-lagu itu pun sedap juga di-tarikan.

A: * * *

B: 'Tak lupa. Awak pakai pakaian apa?

A: * * *

B: Saya 'nak pakai pakaian kebangsaan -- pakaian Melayu.

VI. *Question and Answer Test*

See instructions for this section in Lesson 8, page 97.

1. Apa nama tarian yang sangat di-gemari oleh orang-orang Melayu?
   a. Tarian Serimpi.
   b. Tarian Tango.
   c. Tarian Ronggeng.
   d. * * *

2. Tarian Ronggeng itu di-namakan juga apa?
   a. Tarian Ronggeng itu di-namakan juga Tarian Rambong.
   b. Tarian Ronggeng itu di-namakan juga Tarian Joget.
   c. Tarian Ronggeng itu di-namakan juga Tarian Pantun.
   d. * * *

3. Tarian Ronggeng selalu di-mainkan oleh orang-orang Melayu di-mana?
   a. Tarian Ronggeng itu selalu di-mainkan oleh orang-orang Melayu di-taman-taman hiboran dan di-majlis-majlis perkahwinan.
   b. Tarian Ronggeng itu selalu di-mainkan oleh orang-orang Melayu dalam masjid dan di-pejabat-pejabat.
   c. Tarian Ronggeng itu selalu di-mainkan oleh orang-orang Melayu di-perkuboran dan dalam perahu.
   d. * * *

4. Di-antara lagu-lagu untok tarian Ronggeng, lagu apa-kah yang terkenal sa-kali di-Malaya?
   a. Lagu Keronchong.
   b. Lagu "Terang Bulan."
   c. Lagu "Dondang Sayang."
   d. * * *

5. Tarian Ronggeng itu bagaimana orang-orang me-narikan-nya?
   a. Di-tarikan berpasang-pasang.
   b. Di-tarikan sa-orang sa-orang.
   c. Di-tarikan tiga-tiga orang.
   d. * * *

1. Ten clerks from that office are on strike.
2. Two journalists were killed in the riots.
3. A Chinese has just embraced the Islamic faith.
4. He, too, is looked upon as a hero.
5. A Eurasian nurse is looking after him.
6. I need an assistant.
7. He is working as an engineer.
8. One of his children has been kidnapped.
9. He is helping an old woman across the street.
10. He is a pilot.

Lesson 30

I. Grammar Notes and Drills

NUMERAL COEFFICIENTS

The most common numeral coefficients are:

a. orang — used for humans
b. ekor — used for animals
c. buah, butir, and biji — used for fruits and most objects
d. batang — used for things which are long and hard
e. keping and helai — used for things which are wide, long, and hard, or wide, long, and soft
f. urat — used for things which are long, thin, and soft

Drill 1

1. Sa-puloh orang kerani dari pejabat itu telah mogok.
2. Dua orang wartawan terbunoh dalam rusohan itu.
3. Sa-orang China baru sahaja memelok ugama Islam.
4. Dia pula di-anggap sa-bagai sa-orang pahlawan.
5. Sa-orang jururawat Nasrani menjagai-nya.
6. Saya berkehendaki sa-orang penolong.
7. Dia bekerja sa-bagai sa-orang jurutera.
8. Sa-orang daripada anak-nya telah di-chulik.
9. Dia memimpin sa-orang tua menyeberang jalan.
10. Dia sa-orang pemandu kapal terbang.

1. A civet cat entered our hen-house.
2. Abu has five cows.
3. He caught a big fish.
4. For his wedding two goats were slaughtered.
5. Three cows entered my compound last night.
6. A rooster is perched on the fence.
7. There are two tigers in the zoo.
8. I saw a crocodile in the river.
9. The cat is being chased by a dog.
10. The dog is chasing a cat.

1. He is sitting on a chair.
2. He is splitting a coconut.
3. He broke an egg.
4. There are two beds in the room.
5. Bring another cup.
6. How much is an orange?
7. Weave me a basket.
8. I don't understand a word he said.

Drill 2

1. Sa-ekor musang masok dalam reban ayam kami.
2. Abu mempunyai lima ekor lembu.
3. Dia menangkap sa-ekor ikan besar.
4. Untok kahwin-nya dua ekor kambing di-sembelih.
5. Tiga ekor lembu masok kampong saya malam tadi.
6. Sa-ekor ayam jantan bertenggek di-pagar itu.
7. Dalam kebun binatang itu ada dua ekor harimau.
8. Saya terlihat sa-ekor buaya di-sungai itu.
9. Kuching itu di-kejar oleh sa-ekor anjing.
10. Anjing itu mengejar sa-ekor kuching.

Drill 3

1. Dia dudok di-atas sa-buah kerusi.
2. Dia kupas sa-butir kelapa.
3. Dia pechahkan sa-biji telor.
4. Ada dua buah katil dalam bilek itu.
5. Bawakan sa-butir chawan lagi.
6. Berapa harga sa-biji limau?
7. Anyamkan saya sa-buah bakul.
8. Sa-butir pun perchakapan-nya saya 'tak faham.

9. One banana is enough for me.
10. The government will build a school here.

1. I gave him seven pencils.
2. Each pupil must have a ruler.
3. Give me a cigarette.
4. That house has forty pillars.
5. Go and ask for two pieces of chalk.
6. One pen costs fifteen dollars.
7. I have cut down ten of those rubber trees.
8. While sewing just now, I broke a needle.
9. We must buy Grandfather a walking stick.
10. There is not one match in this box.

1. One of my photographs is with him.
2. Every child should be given a handkerchief.
3. Bring me a piece of paper.
4. There are only two or three leaves on the tree.
5. Give Father a piece of land to farm on.
6. I ordered a songkit sarong.

9. Sa-biji pisang chukup-lah untok saya.
10. Kerajaan akan mendirikan sa-buah sekolah di-sini.

Drill 4

1. Saya beri dia tujoh batang pensil.
2. Tiap-tiap murid mesti ada sa-batang penggaris.
3. Beri saya sa-batang rokok.
4. Rumah itu empat-puloh batang tiang-nya.
5. Pergi minta dua batang kapor.
6. Sa-batang pen berharga lima-belas ringgit.
7. Saya sudah tebang sa-puloh batang pokok getah itu.
8. Masa menjahit tadi, saya patahkan sa-batang jarum.
9. Kita mesti belikan datok sa-batang tongkat.
10. Sa-batang pun gores api tiada dalam kotak ini.

Drill 5

1. Sa-keping gambar saya ada pada dia.
2. Tiap-tiap anak mesti di-beri sa-helai saputangan.
3. Ambilkan saya sa-keping kertas.
4. Ada dua tiga helai sahaja daun di-pokok itu.
5. Ayah beli sa-keping tanah untok berladang.
6. Saya tempahkan sa-helai kain songkit.

7. One more plank and the hut is ready.
8. He has not sent back two towels.
9. One slice of bread is enough for me.
10. I saw a black shawl in that shop.

1. There is not one hair on his head.
2. Thread by thread the sarong took shape.
3. He was strangled with a piece of fine wire.
4. I saw a grey hair on his head.
5. The water plant has two roots now.
6. Plait strands of the catguts to make a rope for the dipper.
7. One of my fishing lines is broken.
8. I need a gold thread for my embroidery.
9. The child pulled a strand of the cat's whiskers.
10. Every time I comb my hair, strands of it come off.

1. There are two umbrellas in the cupboard.
2. She was presented with a gold chain.
3. I received a letter this morning.

7. Sa-keping papan lagi, siap-lah pondok itu.
8. Dua helai tuala mandi belum di-hantar-nya.
9. Sa-keping roti chukuplah untok saya.
10. Di-kedai itu ada saya nampak sa-helai selendang hitam.

Drill 6

1. Sa-urat rambut pun tiada di-kepala-nya.
2. Sa-urat ka-sa-urat benang-benang itu menjadi kain.
3. Dia di-chekek dengan sa-urat dawai halus.
4. Saya nampak sa-urat uban di-kepala-nya.
5. Pokok ayer itu sudah dua urat akar-nya.
6. Jalin beberapa urat tali tangsi untok tali timba.
7. Sa-urat dari tali kail saya sudah putus.
8. Saya perlu sa-urat benang emas untok sulaman saya.
9. Anak itu menchabut sa-urat misai kuching itu.
10. Sa-kali bersikat beberapa urat rambut saya gugur.

Objects of unusual shape have individual numeral coefficients.

Drill 7

1. Ada dua kaki payong dalam almari itu.
2. Dia di-hadiahkan sa-utas rantai emas.
3. Saya menerima sa-puchok surat pagi tadi.

4. The lotus in the pond has five blooms.
5. He did not say a word.
6. He fired all the ten packets of firecrackers.
7. He has just gone into the jungle, taking an axe with him.
8. She lost a diamond ring.
9. There is not a grain of rice in the jar.
10. There is not a drop of water in the jug.

1. One heap of prawns costs fifty cents only.
2. He gathered two stacks of wood.
3. He bought a fully furnished house.
4. Today he cut forty bunches of padi.
5. A group of airplanes are bombing that area.
6. A variety of cakes were laid out on the table.
7. Three platoons of soldiers went into the jungle of Pahang.
8. A group of laborers live at that laborers' quarters.
9. A flight of white egrets settle on the buffalo.
10. A group of bandits surrendered themselves.

4. Teratai dalam kolam itu ada lima kuntum bunga-nya.
5. Dia tidak berchakap sa-patah pun.
6. Sa-puloh papan merchun itu habis di-bakar-nya.
7. Dia baru ka-hutan dengan membawa sa-bilah kapak.
8. Dia hilang sa-bentok chinchin intan.
9. Sa-ulas beras pun tiada dalam tempayan itu.
10. Sa-titek ayer pun tiada dalam gelok ini.

Groups of humans, animals, and objects are indicated by irregular forms.

Drill 8

1. Sa-lunggok udang itu hanya lima puloh sen.
2. Dia dapat chari dua berkas kayu.
3. Dia membeli sa-lengkap rumah.
4. Hari ini dia menuai dua puloh gemai padi.
5. Satu angkatan kapal terbang mengebom tempat itu.
6. Di-atas meja itu siap sa-hidang kueh-kuehan.
7. Tiga 'ketumbok 'askar masok ka-hutan Pahang.
8. Sa-kaum buroh tinggal di-kuchi itu.
9. Sa-kawan bangau hinggap di-belakang kerbau itu.
10. Sa-kumpulan penjahat menyerah diri.

1. I sold five bunches of bananas.
2. Two troops of soldiers have been sent to the Congo.
3. A community of Sakais live at Ba' Apo.
4. A pair of my shoes must be repaired.
5. He was presented with a suit of clothes.
6. We found a village in the middle of the jungle.
7. In front of my house there are three clumps of bamboos.
8. He can eat a whole bunch of bananas.
9. He weighs a bunch of grapes.
10. He is playing with a heap of sand.

Drill 9

1. Saya jual lima tandan pisang.
2. Dua pasokan tentera telah di-hantar ka-Congo.
3. Sa-puak Sakai tinggal di-Ba' Apo.
4. Sa-pasang dari kasut saya hendak di-tampal.
5. Dia di-hadiahkan sa-persalinan pakaian.
6. Kami berjumpa sa-pulau kampong di-hutan itu.
7. Di-hadapan rumah saya ada tiga rumpun buloh.
8. Sa-sikat pisang termakan oleh-nya.
9. Dia timbang sa-gugus anggor.
10. Dia bermain dengan sa-timbun pasir.

TEST ANSWERS

Lesson		Lesson		Lesson		Lesson	
8	1. b	14	1. c	20	1. b	26	1. b
	2. c		2. a		2. a		2. a
	3. b		3. c		3. c		3. c
	4. c		4. b		4. c		4. b
	5. c		5. b		5. c		5. b
11	1. c	17	1. b	23	1. c	29	1. c
	2. c		2. c		2. c		2. b
	3. c		3. c		3. c		3. a
	4. c		4. c		4. b		4. c
	5. c		5. b		5. c		5. a

End of Book I

Intermediate-Advanced Level Malay Refresher Course

AN INTERMEDIATE-ADVANCED LEVEL

MALAY
REFRESHER COURSE

BOOK II

PART ONE

ED024956

with

Pre-recorded Tapes 1-15

AL 001 668

AN INTERMEDIATE - ADVANCED LEVEL

MALAY REFRESHER COURSE

BOOK II PART I

With

Pre-recorded Tapes 1–15

English Language Services, Inc.
919 Eighteenth Street, N.W.
Washington 6, D.C.

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All pre-recorded tapes of this course have been prepared for use on dual-track, language-instruction tape recorders, so that the student can record his voice on tape where required.

However, these instructional materials may also be used with single-track tape recorders or on unmodified dual-track tape recorders almost as effectively, in that the student can always repeat, if not actually record, where required.

PREFACE

Book II of an "Intermediate-Advanced Level Malay Refresher Course" consists of 30 lessons in the text material and 30 pre-recorded tapes of approximately 20 minutes in length to accompany the text. The 30 lessons and tapes are further divided into a total of 6 units containing 5 lessons and tapes per unit.

A typical unit of 5 lessons and tapes is made up of the following instructional materials:

I. Spontaneous Dialogues and Substitution Drills
II. Tests

The spontaneous dialogues and substitution drills are contained on the first 4 tapes and in the first 4 lessons of each unit. The tests for each unit appear on each 5th tape, with answers appearing at the end of the Book.

Organization of the Lesson and Tape

I. Spontaneous Dialogues and Substitution Drills

The 4 dialogues of each unit, each appearing on one full tape of approximately 20 minutes, are in 6 sections:

- Dialogue for Listening
- Dialogue for Memorization
- Dialogue for Fluency
- Dialogue for Listening (again)
- Dialogue for Participation
- Substitution Drills

● The Dialogue for Listening is a short, spontaneously created conversation between educated and imaginative speakers of Malay. No scripts whatsoever were used in recording the Dialogue for Listening section. It was originally and spontaneously created and recorded under minimum control conditions, to afford the student of Malay an opportunity to hear generous and authentic segments of spoken Malay.

Thus, from the moment the student hears the opening lines of the Dialogue for Listening, he is eavesdropping on a Malay conversation spoken naturally and effortlessly by native Malay speakers, with none of the usual artificialities to be found in previously written-out textbook dialogues. Read instructions for this and all other sections carefully in Lesson 1 of the text.

● The Dialogue for Memorization is a repetition of the Dialogue for Listening with certain pedagogical features to facilitate student memorization of the material. The longer utterances of the dialogue are divided into partials. The student will hear the native speaker repeat the partials, beginning at the end of the utterance and working cumulatively toward the beginning. The student repeats on tape all partials, building up to whole utterances.

● The Dialogue for Fluency is a further step in facilitating student memorization of the dialogue. The student now repeats on tape whole utterances after the native speaker, no longer building up to them by means of the partials.

● The Dialogue for Listening permits the student to hear the original, spontaneous dialogue once again. Having completely memorized the dialogue, this time he listens to improve his pronunciation and to hear the intonation of the native Malay speakers.

● The Dialogue for Participation is an informal check-up. The student himself can now gauge the degree of his control over the material, as he tests his ability to perform each of the two roles on tape from memory.

● The Substitution Drills give the student fluency in

controlling on tape the dialogue sentences with additional variations provided by the substitution elements. The student's goal in performing these drills is to be able to say the dialogue sentences with all substitution elements without hesitation and with acceptable pronunciation.

II. Tests

The final tape of each unit is a short check-up containing 2 translation drills, based on the 4 preceding dialogues of the unit. The student is asked to listen, and immediately to provide a suitable written English translation.

English equivalents are provided for all dialogues and drills throughout the text. These are not literal translations but are contextual equivalents.

The teaching techniques used on tape are the result of the application of modern linguistic theory to language learning. The dialogues and drills have been designed to give the student maximum utilization of the materials provided. The student participates in using the materials in various ways, until he gains active control over the forms presented.

Organization of the Course as a Whole

Book II with its accompanying tapes is the 2nd Book of a Malay course consisting of 4 Books and 140 pre-recorded tapes. The materials of Book II, like Book III, are considered to be intermediate-advanced.

Detailed descriptions of Books I, III, and IV will be found in the Prefaces to those three volumes.

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Unit 1

Lessons 1-5

CHILDREN'S GAMES

A: Say, Mr. Mutalib. In Bedok just now I saw many children playing kites.

B: You did?

A: Yes.

B: At my place in the Dorset Road area, Mr. Buyong, there are also many boys playing kites.

A: Many? Perhaps this is the kite season, yes?

B: Yes, there's a strong wind now.

Lesson 1

PERMAINAN BUDAK-BUDAK

I. *Dialogue for Listening*

This is a spontaneous conversation between educated and imaginative speakers of Malay. No scripts were used in recording. The result is natural spoken Malay.

Thus, the Dialogue for Listening is always an authentic sample of Malay as it is spoken, not written, by well-educated native Malay speakers.

This section is for oral comprehension. The student should follow this dialogue in his text as he listens to it on tape, until such time as he can dispense with the text and understand everything from the tape alone.

A: Amboi, Che' Mutalib. Di-Bedok tadi banyak saya tengok budak-budak main layang-layang-lah.

B: Ya?

A: Ah.

B: Di-tempat saya di-daerah Dorset Road, 'ni pun banyak, Che' Buyong, budak-budak main layang-layang.

A: Banyak, ya? Agak-nya musim layang-layang, ya?

B: Ya-lah, angin pun bertiup bagus sekarang 'ni.

A: But, uh, their kites are very small.

B: Small, not like ours before, Mr. Buyong.

A: Yes. Do you remember, when we were still kids, the games you liked to play?

B: Oh, why shouldn't I remember, Mr. Buyong?

A: Could you mention one?

B: Yes, when I was small, I liked to play tops, Mr. Buyong.

A: Tops?

B: Mm, mm.

A: I didn't.

B: Ah?

A: I played marbles.

B: Oh. I didn't care for marbles.

A: Ah, what other games did we play when we were young?

B: I liked to play "chongkak."

A: Chongkak?

B: Ah, to play chongkak.

A: I remember I liked to play "awai."

B: Ah, ah.

A: Hitting a stone with a ball.

A: Tapi, eh, layang-layang-nya kechik-kechik-lah.

B: Kechik-kechik, 'tak macham kita dulu-dulu, Che' Buyong.

A: Ada. Kita ingat kita waktu kechik-kechik, awak ingat 'tak apa permainan awak waktu kechik-kechik lagi?

B: Eeh, apa pulak 'tak ingat, Che' Buyong?

A: Apa satu, chuba sebut satu?

B: Saya, yang saya suka main masa kechik-kechik dulu, main gasing, Che' Buyong.

A: Main gasing?

B: Mm, mm.

A: Saya tidak.

B: Ah?

A: Saya main guli.

B: Oh. Saya guli 'ni kurang-lah.

A: Ah, lain apa permainan kita dulu kechik-kechik?

B: Saya main apa 'tu chongkak.

A: Chongkak?

B: Ah, main chongkak.

A: Saya teringat main awai 'tau, main awai.

B: Ah, ah.

A: Main tuju batu dengan bola-lah.

B: Oh.

A: Ah.

B: But now such games . . .

A: Yes, since football, hockey, badminton have been introduced.

B: Ah, ah.

A: But not entirely, Mr. Mutalib.

B: Yes.

A: In the villages they are still being played.

B: Ah, ah. But, Mr. Buyong . . .

A: Mm.

B: . . . an old game which is still being played is "sepak raga."

A: But it has been modified, modernized.

B: Modernized.

A: What is it called?

B: "Sepak raga jaring," it is called now.

A: Sepak raga jaring, yes. Popular.

B: If you were asked for a match now, would you dare?

A: Uh, any time.

B: Oh.

A: Ah.

B: Tapi, sekarang 'ni permainan-permainan 'tu . . .

A: Ia-lah, semenjak bola sepak, hoki, badminton 'dah ada datang 'ni.

B: Ah, ah.

A: Ah, tapi bukan bagitu, Che' Mutalib.

B: Ya.

A: Di-kampong-kampong maseh ada jugak lagi.

B: Ah, ah. Tapi, Che' Buyong . . .

A: Mm.

B: . . . satu perkara yang mainan lama maseh ada lagi sekarang 'ni, main sepak raga 'tu.

A: 'Dah di, 'dah di-ketengah, di-modenkan.

B: Di-modenkan.

A: Apa nama-nya?

B: Sepak raga jaring, pulak sekarang.

A: Sepak raga jaring, ya. Maju.

B: Awak kalau-lah ajak bertanding sekarang 'ni, berani?

A: Eh, boleh bila-bila boleh.

II. *Dialogue for Memorization*

There is some variation between the Dialogue for Listening and the Dialogue for Memorization. These variations consist of the occasional omission of a word or phrase in the Dialogue for Memorization. Where they occur, these omissions are intended to facilitate student memorization of the dialogue.

Now begin memorizing the dialogue you have just heard by repeating it on tape in the build-up section that follows. You will observe that the longer utterances of the dialogue are now divided into partials. These partials are then built up cumulatively. Shorter utterances are repeated without being divided into partials.

An important pedagogical feature of the build-up section that follows is that in the longer utterances, the ones divided by the speaker into partials, the student will hear the speaker beginning his build-up with the last partial and working, always cumulatively, toward the first one.

Let us build up one of the longer utterances of the dialogue as an example of what the student will hear and do on tape. This utterance contains three partials. The speaker begins, and the student repeats on tape:

--- saya tengok budak-budak main layang-layang-lah.

The speaker continues, and the student repeats:

--- Di-Bedok tadi banyak saya tengok budak-budak main layang-layang-lah.

The speaker continues, and the student repeats:

- Amboi, Che' Mutalib. Di-Bedok tadi banyak saya tengok budak-budak main layang-layang-lah.

The speaker now gives the complete utterance again, and the student repeats:

- Amboi, Che' Mutalib. Di-Bedok tadi banyak saya tengok budak-budak main layang-layang-lah.

The student will observe that this repetition of the complete utterance on tape does not appear in the text the second time.

Repeat this section on tape until you are able to build up all the partials to whole utterances without using your text.

A: --- saya tengok budak-budak main layang-layang-lah.
--- Di-Bedok tadi banyak saya tengok budak-budak main layang-layang-lah.
- Amboi, Che' Mutalib. Di-Bedok tadi banyak saya tengok budak-budak main layang-layang-lah.

B: - Ya?

A: - Ah.

B: --- budak-budak main layang-layang.
--- 'ni pun banyak, Che' Buyong, budak-budak main layang-layang.
- Di-tempat saya di-daerah Dorset Road 'ni pun banyak, Che' Buyong, budak-budak main layang-layang.

A: --- Agak-nya musim layang-layang, ya?
- Banyak, ya? Agak-nya musim layang-layang, ya?

B: - Ya-lah, angin pun bertiup bagus sekarang 'ni.

A: ● Tapi layang-layang-nya kechik-kechik-lah.

B: --- 'tak macham kita dulu-dulu, Che' Buyong.
● Kechik-kechik, 'tak macham kita dulu-dulu, Che' Buyong.

A: --- awak waktu kechik-kechik lagi?
--- awak ingat 'tak apa permainan awak waktu kechik-kechik lagi?
● Ada. Kita ingat kita waktu kechik-kechik, awak ingat 'tak apa permainan awak waktu kechik-kechik lagi?

B: ● Apa pulak 'tak ingat, Che' Buyong?

A: ● Apa satu, chuba sebut satu?

B: --- main gasing, Che' Buyong.
● Yang saya suka main masa kechik-kechik dulu, main gasing, Che' Buyong.

A: ● Saya tidak. Saya main guli.

B: ● Oh. Saya guli 'ni kurang-lah.

A: ● Lain apa permainan kita dulu kechik-kechik?

B: ● Saya main apa 'tu chongkak.

A: --- Main tuju batu dengan bola-lah.
● Saya teringat main awai 'tau, main awai. Main

tuju batu dengan bola-lah.

B: ● Tapi, sekarang 'ni permainan-permainan 'tu . . .

A: --- hoki, badminton 'dah ada datang 'ni.
● Ia-lah, semenjak bola sepak, hoki, badminton 'dah ada datang 'ni.
--- Di-kampong-kampong maseh ada jugak lagi.
● Tapi bukan bagitu, Che' Mutalib. Di-kampong-kampong maseh ada jugak lagi.

B: --- main sepak raga 'tu.
--- yang mainan lama maseh ada lagi sekarang 'ni, main sepak raga 'tu.
● Ah, ah. Tapi, Che' Buyong, satu perkara yang mainan lama maseh ada lagi sekarang 'ni, main sepak raga 'tu.

A: --- Apa nama-nya?
● 'Dah di-ketengah, di-modenkan. Apa nama-nya?

B: ● Sepak raga jaring, pulak sekarang.

A: ● Sepak raga jaring, ya. Maju.

B: --- berani?
● Awak kalau-lah ajak bertanding sekarang 'ni, berani?

A: ● Boleh bila-bila boleh.

III. *Dialogue for Fluency*

The section that follows is a further step in helping you memorize the dialogue. By now you should be ready to repeat the longer utterances of the dialogue completely, without building up to each whole sentence. Do not attempt this step in learning the dialogue until the Dialogue for Memorization has been mastered.

Turn back in your text to the Dialogue for Memorization. You will observe that those utterances marked by large dots (●) are the complete utterances. In the section that follows, you will hear and repeat on tape each of these complete utterances.

Repeat this section on tape until you can repeat complete utterances without using your text.

IV. *Dialogue for Listening*

This is the same dialogue heard at the beginning of the tape. First, you listened for comprehension as you followed it in your text. Now that you have memorized the dialogue, in addition to having been provided with English contextual equivalents, there should be no oral comprehension difficulties.

Therefore, listen this time for intonation — that is, the music of the utterances. Try to retain the intonation patterns in performing the speakers' roles in the next section, Dialogue for Participation.

By now, you should be able to listen to this section again without using your text.

V. *Dialogue for Participation*

Having completely memorized the dialogue by repeating over and over again the previous sections, you should now be ready to enjoy testing your own ability to perform the roles of the two speakers in this section.

With each Dialogue for Participation throughout this Book, there will be two readings of the dialogue on tape. In the first reading, you will play the role of the second speaker. In the second reading that immediately follows, you will take the part of the first speaker.

In those dialogues containing three speakers, you will perform the roles of the two male speakers only. As in the dialogues containing only two speakers, you will perform, in the first reading, the part of the second male speaker; in the second reading, the role of the first male speaker.

As soon as you are able to perform on tape both speaking parts of the dialogue without referring to the Book, and with acceptable pronunciation, you may consider that you have achieved control of the dialogue, and that you are ready for the Substitution Drills that conclude the lesson.

However, do not forget that achieving control of the dialogue lesson can mean many things more than merely the ability to memorize and perform the speakers' roles. Once you have completely memorized the dialogue and can successfully perform the roles of the speakers without using your Book, you can work toward perfecting your pronunciation and intonation.

A: Amboi, Che' Mutalib. Di-Bedok tadi banyak saya tengok budak-budak main layang-layang-lah.

B: * * *

A: Ah.

B: * * *

A: Banyak, ya? Agak-nya musim layang-layang, ya?

B: * * *

A: Tapi layang-layang-nya kechik-kechik-lah.

B: * * *

A: Ada. Kita ingat kita waktu kechik-kechik, awak ingat 'tak apa permainan awak waktu kechik-kechik lagi?

B: * * *

A: Apa satu, chuba sebut satu?

B: * * *

A: Saya tidak. Saya main guli.

B: * * *

A: Lain apa permainan kita dulu kechik-kechik?

B: * * *

A: Saya teringat main awai 'tau, main awai. Main tuju batu dengan bola-lah.

B: * * *

A: Ia-lah, semenjak bola sepak, hoki, badminton 'dah ada datang 'ni. Tapi bukan bagitu, Che' Mutalib. Di-kampong-kampong maseh ada jugak lagi.

B: * * *

A: 'Dah di-ketengah, di-modenkan. Apa nama-nya?

B: * * *

A: Sepak raga jaring, ya. Maju.

B: * * *

A: Boleh bila-bila boleh.

A: * * *

B: Ya?

A: * * *

B: Di-tempat saya di-daerah Dorset Road, 'ni pun banyak, Che' Buyong, budak-budak main layang-layang.

A: * * *

B: Ya-lah, angin pun bertiup bagus sekarang 'ni.

A: * * *

B: Kechik-kechik, 'tak macham kita dulu-dulu, Che' Buyong.

A: * * *

B: Apa pulak 'tak ingat, Che' Buyong?

A: * * *

B: Yang saya suka main masa kechik-kechik dulu, main gasing, Che' Buyong.

A: * * *

B: Oh. Saya guli 'ni kurang-lah.

A: * * *

B: Saya main apa 'tu chongkak.

A: * * *

B: Tapi, sekarang 'ni permainan-permainan 'tu . . .

A: * * *

B: Ah, ah. Tapi, Che' Buyong, satu perkara yang mainan lama maseh ada lagi sekarang 'ni, main sepak raga 'tu.

A: * * *

B: Sepak raga jaring, pulak sekarang.

A: * * *

A: * * *

B: Awak kalau-lah ajak bertanding sekarang 'ni, berani?

A: * * *

VI. *Substitution Drills*

Listen to and repeat the first sentence of the drill on tape. Your voice will be followed by a low voice on the tape to correct any mistakes in your utterance. Then you will immediately hear a word or phrase that you are to substitute into the original sentence. Without hesitating, say the entire sentence again, this time with the new element in place of an element in the original sentence. You will again be corrected. You will then hear another element for substitution. Repeat the entire sentence again, dropping the old element and including the new element in its place.

You should go through these Substitution Drills frequently. They are designed to give you fluency in controlling sentences of the dialogues with additional variations provided by the substitution elements. Notice that the basic structure of a sentence does not change in these drills.

There are three Substitution Drills in each dialogue lesson. Your goal in performing these drills is to be able to say the sentences with their substitution elements without hesitation and with acceptable pronunciation. You will notice that the time allotted on tape is just long enough for you to say the sentence. No time is provided for hesitation. When you can say these drill sentences with ease, you should continue to do the Substitution Drills, now concentrating on pronouncing the sentences exactly like the Malay voices on tape. Only then are you ready for the next lesson.

1. But their kites are very small.
2. But their kites are very large.
3. But their kites are very old.
4. But their kites are very new.
5. But their kites are very red.
6. But their kites are very small.

1. Why shouldn't I remember, Mr. Buyong?
2. Why shouldn't I forget, Mr. Buyong?
3. Why shouldn't I agree, Mr. Buyong?
4. Why shouldn't I stay, Mr. Buyong?
5. Why shouldn't I go, Mr. Buyong?
6. Why shouldn't I remember, Mr. Buyong?

Use your Book in the beginning, but as in everything you do throughout this course, learn as soon as possible to do what is required without your Book.

Drill 1

1. Tapi layang-layang-nya kechik-kechik-lah.
2. Tapi layang-layang-nya besar-besar-lah.
3. Tapi layang-layang-nya lama-lama-lah.
4. Tapi layang-layang-nya baru-baru-lah.
5. Tapi layang-layang-nya merah-merah-lah.
6. Tapi layang-layang-nya kechik-kechik-lah.

Drill 2

1. Apa pulak 'tak ingat, Che' Buyong?
2. Apa pulak 'tak lupa, Che' Buyong?
3. Apa pulak 'tak setuju, Che' Buyong?
4. Apa pulak 'tak tinggal, Che' Buyong?
5. Apa pulak 'tak pergi, Che' Buyong?
6. Apa pulak 'tak ingat, Che' Buyong?

1. In the villages they are still being played.
2. In the outlying districts they are still being played.
3. In the cities they are still being played.
4. In the schools they are still being played.
5. In the offices they are still being played.
6. In the villages they are still being played.

Drill 3

1. Di-kampong-kampong maseh ada jugak lagi.
2. Di-daerah-daerah maseh ada jugak lagi.
3. Di-bandar-bandar maseh ada jugak lagi.
4. Di-sekolah-sekolah maseh ada jugak lagi.
5. Di-pejabat-pejabat maseh ada jugak lagi.
6. Di-kampong-kampong maseh ada jugak lagi.

MONEY CHANGING

A: I want to change some money, sir.

B: You want to change some money?

A: Yes.

B: How many dollars, sir?

A: Fifty dollars.

B: Fifty dollars.

A: Notes, yes? Notes.

B: Yes, yes.

A: Here they are.

B: Are these genuine or counterfeit, sir?

A: Uh, good money, sir. This is government money.

B: Government money.

A: My wages. I received it from the government.

B: Uh, all right. You want to change . . . uh . . . into what denominations?

Lesson 2

MENUKAR WANG

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Saya mahu tukar wang, enche'.

B: Mahu tukar wang?

A: Ya.

B: Berapa, berapa ringgit, enche'?

A: Lima puloh ringgit.

B: Lima puloh ringgit.

A: Duit not, ya? Duit not.

B: Ya, ya.

A: Ini dia.

B: Ini wang betul-kah wang palsu, enche'?

A: Eh, wang betul, enche'. Ini wang kerajaan.

B: Wang kerajaan.

A: Gaji saya. Saya terima daripada kerajaan.

B: Eh, baik-lah. Enche' mahu tukar . . . eh . . . dengan wang berapa ringgit?

A: I want ten dollar notes, two.

B: Ten dollar notes, two.

A: And five dollar notes, four.

B: Yes. Four.

A: That makes forty.

B: Forty dollars.

A: And one dollar notes, ten, yes?

B: Ten.

A: Fine.

B: Ah, good, sir.

A: Uh . . .

B: Uh . . . This is . . .

A: Uh, this . . .

B: . . . all the money to exchange.

A: Uh, this is it.

B: Yes.

A: Uh . . .

B: Count it properly, sir.

A: Ah. Wait, will you?

B: Yes.

A: Wait while I count, yes. Uh, ten, twenty, thirty, forty, fifty. Ah, just right, sir, just right. Thank you. Oh. But this one is

A: Saya mahu wang sa-puloh ringgit dua.

B: Wang sa-puloh ringgit dua.

A: Dan wang lima ringgit empat.

B: Ya, empat.

A: Jadi empat puloh.

B: Empat puloh ringgit.

A: Dan, wang satu ringgit sa-puloh, ya?

B: Sa-puloh.

A: Baik.

B: Ah, baik, enche.

A: Ah . . .

B: Ah . . . Ini dia . . .

A: Ah, ini . . .

B: . . . wang tukar-nya semua.

A: Ah, ini ia.

B: Ya.

A: Ah . . .

B: Chuba enche' bilang betul-betul.

A: Ah. Nanti, ya?

B: Ya.

A: Nanti saya bilang, ya. Ah, sa-puloh, dua puloh, tiga puloh, empat puloh, lima puloh. Ah, chukup,

torn a bit, sir. Can I change it for another one?

B: Ah. That's valid. There's a signature there, and it has its number.

A: Ah, you guarantee, do you?

B: Yes, I guarantee.

A: Ah. . . . Thank you.

B: You're welcome.

enche', chukup, enche'. Terima kaseh. Oh! Tapi ini ada koyak sikit, enche'. Boleh tukar wang lain ini?

B: Ah. Itu pun laku. Ada tanda tangan di-situ, dan ada nombor-nya.

A: Ah, enche' jamin, ya?

B: Ya, saya jamin.

A: Ah. . . . Terima kaseh.

B: Sama-sama.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Saya mahu tukar wang, enche'.

B: ● Berapa ringgit, enche'?

A: --- Duit not, ya?
● Lima puloh ringgit. Duit not, ya?

B: ● Ya, ya.

A: ● Ini dia.

B: ● Ini wang betul-kah wang palsu, enche'?

A: --- Saya terima daripada kerajaan.
--- Gaji saya. Saya terima daripada kerajaan.
--- Ini wang kerajaan. Gaji saya. Saya terima daripada kerajaan.
● Wang betul, enche'. Ini wang kerajaan. Gaji saya. Saya terima daripada kerajaan.

B: --- dengan wang berapa ringgit?
● Baik-lah. Enche' mahu tukar dengan wang berapa ringgit?

A: --- sa-puloh ringgit dua.
● Saya mahu wang sa-puloh ringgit dua.

B: ● Wang sa-puloh ringgit dua.

A: ● Dan wang lima ringgit empat.

B: ● Ya, empat.

A: ● Jadi empat puloh.

B: ● Empat puloh ringgit.

A: ● Dan, wang satu ringgit sa-puloh, ya?

B: ● Sa-puloh.

A: ● Baik.

B: ● Ini dia wang tukar-nya semua.

A: ● Ah, ini ia.

B: ● Chuba enche' bilang betul-betul.

A: --- Ah, chukup, enche', chukup, enche'. Terima kaseh.
--- Sa-puloh, dua puloh, tiga puloh, empat puloh, lima puloh. Ah, chukup, enche', chukup, enche'. Terima kaseh.
● Nanti saya bilang. Sa-puloh, dua puloh, tiga puloh, empat puloh, lima puloh. Ah, chukup, enche', chukup, enche'. Terima kaseh.
--- Boleh tukar wang lain ini?
● Oh! Tapi ini ada koyak sikit, enche'. Boleh tukar wang lain ini?

B: --- dan ada nombor-nya.
--- Ada tanda tangan di-situ, dan ada nombor-nya.
● Itu pun laku. Ada tanda tangan di-situ, dan ada nombor-nya.

A: ● Enche' jamin, ya?

B: ● Ya, saya jamin.

A: ● Ah. Terima kaseh.

B: ● Sama-sama. ———————

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Saya mahu tukar wang, enche'.

B: * * *

A: Lima puloh ringgit. Duit not, ya?

B: * * *

A: Ini dia.

B: * * *

A: Wang betul, enche'. Ini wang kerajaan. Gaji saya. Saya terima daripada kerajaan.

B: * * *

A: Saya mahu wang sa-puloh ringgit dua.

B: * * *

A: Dan wang lima ringgit empat.

B: * * *

A: Jadi empat puloh.

B: * * *

A: Dan, wang satu ringgit sa-puloh, ya?

B: * * *

A: Baik.

B: * * *

A: Ah, ini ia.

B: * * *

A: Nanti saya bilang. Sa-puloh, dua puloh, tiga puloh, empat puloh, lima puloh. Ah, chukup, enche', chukup, enche'. Terima kaseh. Oh! Tapi ini ada koyak sikit, enche'. Boleh tukar wang lain ini?

B: * * *

A: Enche' jamin, ya?

B: * * *

A: Ah. Terima kaseh.

B: * * *

A: * * *

B: Berapa ringgit, enche'?

A: * * *

B: Ya, ya.

A: * * *

B: Ini wang betul-kah wang palsu, enche'?

A: * * *

B: Baik-lah. Enche' mahu tukar dengan wang berapa ringgit?

A: * * *

B: Wang sa-puloh ringgit dua.

A: * * *

B: Ya, empat.

A: * * *

B: Empat puloh ringgit.

A: * * *

B: Sa-puloh.

A: * * *

B: Ini dia wang tukar-nya semua.

A: * * *

B: Chuba enche' bilang betul-betul.

A: * * *

B: Itu pun laku. Ada tanda tangan di-situ, dan ada nombor-nya.

A: * * *

B: Ya, saya jamin.

A: * * *

B: Sama-sama.

1. I received it from the government.
2. I received it from the bank.
3. I received it from the police.
4. I received it from my sister.
5. I received it from the telephone company.
6. I received it from the government.

1. I want ten dollar notes, two.
2. I want five dollar notes, four.
3. I want one hundred dollar notes, ten.
4 I want fifty dollar notes, eight.
5. I want one dollar notes, six.
6. I want ten dollar notes, two.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Saya terima daripada kerajaan.
2. Saya terima daripada bank.
3. Saya terima daripada pulis.
4. Saya terima daripada adek saya.
5. Saya terima daripada sharikat talipon.
6. Saya terima daripada kerajaan.

Drill 2

1. Saya mahu wang sa-puloh ringgit dua.
2. Saya mahu wang lima ringgit empat.
3. Saya mahu wang sa-ratus ringgit sa-puloh.
4. Saya mahu wang lima puloh ringgit lapan.
5. Saya mahu wang sa-ringgit enam.
6. Saya mahu wang sa-puloh ringgit dua.

1. There's a signature there.
2. There's a signature here.
3. There's a signature on the front.
4. There's a signature on the back.
5. There's a signature at the bottom.
6. There's a signature there.

Drill 3

1. Ada tanda tangan di-situ.
2. Ada tanda tangan di-sini.
3. Ada tanda tangan di-sa-belah hadapan.
4. Ada tanda tangan di-sa-belah belakang.
5. Ada tanda tangan di-sabelah bawah.
6. Ada tanda tangan di-situ.

AT THE MARKET

A: Would you like to buy some fish, Madam?

B: Yes, I'd like fish today.

A: Uh . . . There are many kinds of fish, Madam.

B: What fish is that?

A: This one.

B: Yes.

A: Uh . . . That's a bawal fish, Madam.

B: Yes, that looks like a rather good fish.

A: Yes, it is good.

B: How much a kati?

A: Only two dollars a kati, Madam.

B: Oh, oh. . . . Too expensive.

A: Not expensive, Madam. Not expensive.

B: All right, give me one fish.

Lesson 3

DI-PASAR

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Mahu beli ikan, enche'?

B: Saya, saya mahu ikan hari ini.

A: Eh . . . Macham-macham ada ikan, enche'.

B: Itu ikan apa?

A: Ini.

B: Ya.

A: Eh . . . Itu ikan bawal, enche'.

B: Ya, nampak-nya bagus juga ikan itu.

A: Ya, memang bagus.

B: Berapa satu kati?

A: Satu kati dua ringgit saja, enche'.

B: Eh, eh. . . . Mahal benar.

A: 'Tak mahal, enche'. 'Tak mahal.

B: Baik-lah, beri saya satu ekor.

A: One tail.

B: Yes.

A: This one, Madam?

B: Yes, yes. Weigh it, please.

A: Yes, yes.

B: Weigh it properly.

A: Right. Properly, Madam. . . . Uh . . . One and a half kati, Madam.

B: How much, altogether?

A: One kati and a half, only three dollars, Madam.

B: Very good. Wrap it up, will you?

A: Yes. Anything else, Madam?

B: Do you have vegetables?

A: I have many kinds.

B: What vegetables do you have today?

A: I have spinach and mustard

B: Uh, spinach will do.

A: Uh . . .

B: Give me one kati of spinach

A: One kati.

B: Yes. How much a kati?

A: Only forty cents a kati, Madam.

A: Satu ekor.

B: Ya.

A: Yang ini, enche'?

B: Ya, ya. Timbang, ya.

A: Ya, ya.

B: Timbang betul-betul.

A: Baik. Betul-betul, enche'. . . . Eh . . . Satu kati sa-tengah, enche'.

B: Berapa harga-nya semua?

A: Satu kati sa-tengah, tiga ringgit saja, enche'.

B: Baik-lah. Bungkuskan, ya?

A: Ya. Lain-lain barang, enche'?

B: Sayur ada?

A: Sayur ada, macham-macham.

B: Sayur apa ada hari ini?

A: Ini ada, bayam ada, sawi ada.

B: Eh, bayam boleh juga.

A: Eh . . .

B: Beri saya satu kati bayam.

A: Satu kati.

B: Ya. Berapa satu kati?

A: Satu kati empat puloh sen saja, enche'.

B: Ah. Very good. One kati.

A: Ah. Fine, Madam. Anything else?

B: Uh, nothing else.

A: Mm . . . All right, Madam. Thank you, Madam.

B: You're welcome.

A: Come again.

B: Yes.

B: Ah. Baik-lah. Satu kati.

A: Ah. Baik, enche'. Lain-lain barang?

B: Eh, 'tak ada lagi.

A: Mm . . . Baik-lah, enche'. Terima kaseh, enche'.

B: Sama-sama.

A: Lain kali datang-lah lagi.

B: Ya.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Mahu beli ikan, enche'?

B: ● Saya mahu ikan hari ini.

A: ● Macham-macham ada ikan, enche'.

B: ● Itu ikan apa?

A: ● Itu ikan bawal, enche'.

B: ● Ya, nampak-nya bagus juga ikan itu.

A: ● Ya, memang bagus.

B: ● Berapa satu kati?

A: ● Satu kati dua ringgit saja, enche'.

B: ● Eh, eh. Mahal benar.

A: ● 'Tak mahal, enche'. 'Tak mahal.

B: ● Baik-lah, beri saya satu ekor.

A: ● Yang ini, enche'?

B: --- Timbang betul-betul.
● Ya, ya. Timbang, ya. Timbang betul-betul.

A: --- Satu kati sa-tengah, enche'.
● Baik. Betul-betul, enche'. Satu kati sa-tengah, enche'.

B: ● Berapa harga-nya semua?

A: --- tiga ringgit saja, enche'.
● Satu kita sa-tengah, tiga ringgit saja, enche'.

B: ● Baik-lah. Bungkuskan, ya?

A: ● Ya. Lain-lain barang, enche'?

B: ● Sayur ada?

A: ● Sayur ada, macham-macham.

B: ● Sayur apa ada hari ini?

A: ● Ini ada, bayam ada, sawi ada.

B: --- Berapa satu kati?
--- Beri saya satu kati bayam. Berapa satu kati?
● Bayam boleh juga. Beri saya satu kati bayam. Berapa satu kati?

A: ● Satu kati empat puloh sen saja, enche'.

B: ● Ah. Baik-lah. Satu kati.

A: ● Ah. Baik, enche'. Lain-lain barang?

B: ● 'Tak ada lagi.

A: ● Baik-lah, enche'. Terima kaseh, enche'.

B: ● Sama-sama.

A: ● Lain kali datang-lah lagi.

B: ● Ya.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Mahu beli ikan, enche'?

B: * * *

A: Macham-macham ada ikan, enche'.

B: * * *

A: Itu ikan bawal, enche'.

B: * * *

A: Ya, memang bagus.

B: * * *

A: Satu kati dua ringgit saja, enche'.

B: * * *

A: 'Tak mahal, enche'. 'Tak mahal.

B: * * *

A: Yang ini, enche'?

B: * * *

A: Baik. Betul-betul, enche'. Satu kati sa-tengah, enche'.

B: * * *

A: Satu kati sa-tengah, tiga ringgit saja, enche'.

B: * * *

A: Ya. Lain-lain barang, enche'?

B: * * *

A: Sayur ada, macham-macham.

B: * * *

A: Ini ada, bayam ada, sawi ada.

B: * * *

A: Satu kati empat puloh sen saja, enche'.

B: * * *

A: Ah. Baik, enche'. Lain-lain barang?

B: * * *

A: Baik-lah, enche'. Terima kaseh, enche'.

B: * * *

A: Lain kali datang-lah lagi.

B: * * *

A: * * *

B: Saya mahu ikan hari ini.

A: * * *

B: Itu ikan apa?

A: * * *

B: Ya, nampak-nya bagus juga ikan itu.

A: * * *

B: Berapa satu kati?

A: * * *

B: Eh, eh. Mahal benar.

A: * * *

B: Baik-lah, beri saya satu ekor.

A: * * *

B: Ya, ya. Timbang, ya? Timbang betul-betul.

A: * * *

B: Berapa harga-nya semua?

A: * * *

B: Baik-lah. Bungkuskan, ya?

A: * * *

B: Sayur ada?

A: * * *

B: Sayur apa ada hari ini?

A: * * *

B: Bayam boleh juga. Beri saya satu kati bayam. Berapa satu kati?

A: * * *

B: Ah. Baik-lah. Satu kati.

A: * * *

B: 'Tak ada lagi.

A: * * *

B: Sama-sama.

A: * * *

B: Ya.

1. That looks like a rather good fish.
2. That looks like a rather good coconut palm.
3. That looks like a rather good book.
4. That looks like a rather good building.
5. That looks like a rather good beach.
6. That looks like a rather good fish.

1. One kati is only forty cents.
2. One kati is only seventy five cents.
3. One kati is only twenty cents.
4. One kati is only ninety five cents.
5. One kati is only eighty five cents.
6. One kati is only forty cents.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Nampak-nya bagus juga ikan itu.
2. Nampak-nya bagus juga pokok kelapa itu.
3. Nampak-nya bagus juga buku itu.
4. Nampak-nya bagus juga bangunan itu.
5. Nampak-nya bagus juga pantai itu.
6. Nampak-nya bagus juga ikan itu.

Drill 2

1. Satu kati empat puloh sen saja.
2. Satu kati tujoh puloh lima sen saja.
3. Satu kati dua puloh sen saja.
4. Satu kati sembilan puloh empat sen saja.
5. Satu kati lapan puloh lima sen saja.
6. Satu kati empat puloh sen saja.

1. I'd like some fish today.
2. You'd like some fish today.
3. We'd like some fish today.
4. They'd like some fish today.
5. He'd like some fish today.
1. I'd like some fish today.

Drill 3

1. Saya mahu ikan hari ini.
2. Awak mahu ikan hari ini.
3. Kami mahu ikan hari ini.
4. Mereka mahu ikan hari ini.
5. Dia mahu ikan hari ini.
6. Saya mahu ikan hari ini.

THE AMUSEMENT PARK

A: Ah, where shall we go to-night, Mr. Buyong?

B: Let's go to the amusement park, Mr. Mutalib?

A: What is there at the amusement park now, Mr. Buyong?

B: As usual, at the Singapore amusement park, there is modern joget, amusement, you know.

A: Then we shall go there to-night?

B: There is also western dancing. Ah, let's go to the New World.

A: Ah, very good. It has been a long time since I last danced, Mr. Buyong.

B: Ah dancing. Yes we shall go. But there are other games . . .

A: Yes.

B: . . . such as joget, western dance . . .

A: Mm, mm.

B: . . . uh, dancing . . .

Lesson 4

TAMAN HIBORAN

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Ai, ka-mana kita malam 'ni, Che' Buyong?

B: Mari-lah kita ka-taman hiboran, Che' Mutalib.

A: Apa-lah ada di-taman hiboran sekarang 'ni, Che' Buyong?

B: Taman hiboran Singapura 'ni, macham biasa, joget moden ada, hiboran-lah.

A: Jadi kita 'nak ka-mana malam ini?

B: Tarian barat ada. Ah, kita pergi ka-Taman Hiboran Dunia Baru.

A: Ah, 'tu bagus. Saya pun lama benar-lah 'tak beronggeng, Che' Buyong.

B: Ah, beronggeng. Boleh, mari kita pergi. Tetapi, lain daripada permainan . . .

A: Ya.

B: . . . saperti joget, tarian barat . . .

A: Mm, mm.

B: . . . eh, tarian . . .

A: What else is there?

B: The rambong, the Siamese dance . . .

A: That also, Mr. Buyong?

B: . . . court dancing, the shadow play . . .

A: Yes.

B: Things are also sold there, Mr. Mutalib.

A: Things for sale? Are the things sold at the amusement park cheap or expensive, Mr. Buyong?

B: Eh, moderate, moderate prices.

A: Eh, what's the entrance fee like?

B: It's not expensive at all, only twenty cents for an adult.

A: Very well, if that is so I too . . .

B: But don't forget, Mr. Mutalib.

A: Yes.

B: Food is also sold there.

A: Ah, that I agree.

B: Ah, ah, satay, soto . . .

A: Ah, don't worry, to-night I'll give you a treat.

B: Ah, very well. Let's go to the amusement park.

A: Apa ada lagi?

B: . . . rambong, tarian Siam . . .

A: Ada jugak, Che' Buyong, ya?

B: . . . mak inang, wayang kulit . . .

A: Ya.

B: Ada jugak jual-jual barang, Che' Mutalib.

A: Jual barang? Barang-barang di-jual dalam taman hiboran 'tu murah-kah, mahal-kah, Che' Buyong?

B: Eh, sederhana-lah, sederhana harga-nya.

A: Eh, bayaran masok pintu 'tu, berapa sen?

B: Bayaran 'tak mahal, dua puloh sen saja, kalau orang besar.

A: Kalau bagitu elok-lah saya pun . . .

B: Tapi, jangan lupa, Che' Mutalib.

A: Ya.

B: Makanan pun ada dalam 'tu.

A: Ah, itu saya setuju.

B: Ah, ah, makanan sateh, soto . . .

A: Ah, 'tak apa saya, saya belanja malam ini, awak . . .

B: Ah, baik-lah. Mari kita pergi ka-taman hiboran.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Ka-mana kita malam 'ni, Che' Buyong?

B: ● Mari-lah kita ka-taman hiboran, Che' Mutalib.

A: --- di-taman hiboran sekarang 'ni, Che' Buyong?
● Apa-lah ada di-taman hiboran sekarang 'ni, Che' Buyong?

B: --- joget moden ada, hiboran-lah.
--- macham biasa, joget moden ada, hiboran-lah.
● Taman hiboran Singapura 'ni, macham biasa, joget moden ada, hiboran-lah.

A: ● Jadi kita 'nak ka-sana malam ini?

B: ● Tarian barat ada.
--- ka-Taman Hiboran Dunia Baru.
● Ah, kita pergi ka-Taman Hiboran Dunia Baru.

A: --- 'tak beronggeng, Che' Buyong.
--- Saya pun lama benar-lah 'tak beronggeng, Che' Buyong.
● Ah, 'tu bagus. Saya pun lama benar-lah 'tak beronggeng, Che' Buyong.

B: --- Boleh, mari kita pergi.
● Ah, beronggeng. Boleh, mari kita pergi.

--- mak inang, wayang kulit.
--- tarian rambong, tarian Siam, mak inang, wayang kulit.
--- saperti joget, tarian barat, tarian rambong, tarian Siam, mak inang, wayang kulit.

● Tetapi, lain daripada permainan, saperti joget, tarian barat, tarian rambong, tarian Siam, mak inang, wayang kulit.

A: ● Ada jugak, Che' Buyong, ya?

B: ● Ada jugak jual-jual barang, Che' Mutalib.

A: --- murah ka, mahal ka, Che' Buyong?
● Barang-barang di-jual dalam taman hiboran 'tu murah-kah, mahal-kah, Che' Buyong?

B: ● Sederhana-lah, sederhana harga-nya.

A: ● Bayaran masok pintu 'tu, berapa sen?

B: --- dua puloh sen saja, kalau orang besar.
● Bayaran 'tak mahal, dua puloh sen saja, kalau orang besar.
--- Makanan pun ada dalam 'tu.
● Tapi, jangan lupa, Che' Mutalib. Makanan pun ada dalam 'tu.

A: ● Ah, itu saya setuju.

B: ● Makanan sateh, soto . . .

A: --- saya belanja malam ini, awak . . .
● Ah, 'tak apa saya, saya belanja malam ini, awak . . .

B: ● Ah, baik-lah. Mari kita pergi ka-taman hiboran.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Ka-mana kita malam 'ni, Che' Buyong?

B: * * *

A: Apa-lah ada di-taman hiboran sekarang 'ni, Che' Buyong?

B: * * *

A: Jadi kita 'nak da-sana malam ini?

B: * * *

A: Ah, 'tu bagus. Saya pun lama benar-lah 'tak beronggeng, Che' Buyong.

B: * * *

A: Ada jugak, Che' Buyong, ya?

B: * * *

A: Barang-barang di-jual dalam taman hiboran 'tu murah-kah, mahal-kah, Che' Buyong?

B: * * *

A: Bayaran masok pintu 'tu, berapa sen?

B: * * *

A: Ah, itu saya setuju.

B: * * *

A: Ah, 'tak apa saya, saya belanja malam ini, awak . . .

B: * * *

A: * * *

B: Mari-lah kita ka-taman hiboran, Che' Mutalib.

A: * * *

B: Taman hiboran Singapura 'ni, macham biasa, joget moden ada, hiboran-lah.

A: * * *

B: Tarian barat ada. Ah, kita pergi ka-Taman Hiboran Dunia Baru.

A: * * *

B: Ah, beronggeng. Boleh, mari kita pergi, Tetapi, lain daripada permainan, saperti joget, tarian barat, tarian rambong, tarian Siam, mak inang, wayang kulit.

A: * * *

B: Ada jugak jual-jual barang, Che' Mutalib.

A: * * *

B: Sederhana-lah, sederhana harga-nya.

A: * * *

B: Bayaran 'tak mahal, dua puloh sen saja, kalau orang besar. Tapi, jangan lupa, Che' Mutalib. Makanan pun ada dalam 'tu.

A: * * *

B: Makanan sateh, soto . . .

A: * * *

B: Ah, baik-lah. Mari kita pergi ka-taman hiboran.

1. Where shall we go to-night?
2. Where shall we go to-morrow?
3. Where shall we go this afternoon?
4. Where shall we go this evening?
5. Where shall we go this week?
6. Where shall we go to-night?

1. There are also lots of things for sale.
2. There is also lots of cloth for sale.
3. There are also lots of drinks for sale.
4. There are also lots of pencils for sale.
5. There is also lots of paper for sale.
6. There are also lots of things for sale.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Ka-mana kita malam 'ni?
2. Ka-mana kita besok pagi 'ni?
3. Ka-mana kita tengah hari 'ni?
4. Ka-mana kita petang 'ni?
5. Ka-mana kita minggu 'ni?
6. Ka-mana kita malam 'ni?

Drill 2

1. Ada jugak jual-jual barang.
2. Ada jugak jual-jual kain.
3. Ada jugak jual-jual minuman.
4. Ada jugak jual-jual pensil.
5. Ada jugak jual-jual kertas.
6. Ada jugak jual-jual barang.

1. Food is also sold there.
2. Food is also sold here.
3. Food is also sold in the amusement park.
4. Food is also sold by the road side.
5. Food is also sold at the hotel.
6. Food is also sold there.

Drill 3

1. Makanan pun ada dalam 'tu.
2. Makanan pun ada dalam 'ni.
3. Makanan pun ada dalam taman hiboran.
4. Makanan pun ada di-tepi jalan.
5. Makanan pun ada di-rumah menginap.
6. Makanan pun ada dalam 'tu.

Lesson 5

TEST

Test on Unit 1

The test tape consists of two translation drills. Drill 1 contains ten sentences. Drill 2 contains five sentences. Both drills are based on the previous four dialogues of the unit. This is a test for comprehension.

Have pencil and paper ready. Listen to the sentences and write an English equivalent in the time allowed.

Each sentence is read through once. Immediately afterwards, the first part of the sentence is read with a pause; then the second or the last part with a pause; and finally the whole sentence again with a pause.

The test tape tests only your comprehension of the dialogue sentences Your ability to handle the dialogues orally is tested in the participation sections of each dialogue lesson.

For answers to the test tape, see end of Book II, page 377. The English provided in these answers is an equivalent and not a literal translation. Any parallel English sentence would be acceptable. There are, almost invariably, several ways of saying one thing, both in Malay and English.

Unit 2

Lessons 6-10

A PICNIC

A: Tomorrow will be Sunday. We don't work.

B: Yes, yes. We don't work tomorrow.

A: Mm.

B: Sunday is a holiday.

A: Won't you go anywhere tomorrow?

B: No. I won't go anywhere .

A: Mm. . . . What about going for a picnic tomorrow?

B: Oh. That's good. I like your idea.

A: Uh . . . Where do you want to go for a picnic?

B: I suggest . . . Uh, I suggest Changi Point. We . . .

A: Uh . . .

B: . . . We 'll picnic on the beach.

A: On the beach.

Lesson 6

BERKELAH

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Besok hari minggu. Kita 'tak kerja.

B: Ya, ya. Kita besok 'tak kerja.

A: Mm.

B: Hari minggu chuti.

A: Awak 'tak ka-mana besok?

B: 'Tak ada. Saya 'tak pergi ka-mana-mana.

A: Mm. . . . Bagaimana kalau kita pergi berkelah besok?

B: Oh, itu bagus. Itu, chadangan itu saya terima.

A: Eh . . . Di-mana tempat yang awak 'nak pergi berkelah?

B: Saya chadang . . . Eh, saya chadang Tanjong Changi. Kita . . .

A: Eh . . .

B: . . . Kita berkelah di-tepi laut.

A: Di-tepi laut.

B: Ah, on the beach.

A: Then what things shall we bring?

B: We'll bring bread, we'll bring sardines . . .

A: Yes.

B: We'll bring . . . ah . . . some . . .

A: Onions.

B: Uh . . . bean sauce.

A: Bean sauce.

B: And don't forget to bring a mat.

A: Ah.

B: Ah

A: Also a spoon and a knife, don't forget.

B: Ah.

A: One more thing, yes?

B: Ah.

A: We'll bring a fishing rod.

B: Ah. A fishing rod is good. I like to fish.

A: We can fish on the beach.

B: Yes, that's right, that's right.

A: Mm.

B: Good.

B: Ah, tepi laut.

A: Jadi barang-barang apa yang kita hendak bawa?

B: Kita bawa roti, kita bawa ikan sadin . . .

A: Ya.

B: . . . kita bawa . . . ah . . . ini . . .

A: Bawang.

B: Eh . . . Kichap.

A: Kichap.

B: Dan jangan lupa bawa tikar.

A: Ah.

B: Ah.

A: Sa-lain daripada itu sudu, pisau, awak jangan lupa.

B: Ah.

A: Lagi satu perkara, eh?

B: Ah.

A: Kita bawa panching.

B: Ah. Panching bagus. Saya suka panching ikan.

A: Kita boleh manching ikan di-tepi laut.

B: Ya, itu betul, itu betul.

A: Mm.

B: Bagus.

A: Tomorrow . . . what time will high tide be?

B: Tomorrow high tide will be at half past one.

A: One o'clock. So we must go very early tomorrow morning.

B: Oh, early. How early shall we go?

A: Nine o'clock.

B: Nine o'clock in the morning. Will you be ready?

A: Ah.

B: Be ready.

A: Ah.

B: You'll come, won't you?

A: Sure. I'll come. You wait at home.

B: Right. I'll wait at my house.

A: Besok . . . ayer pasang pukul berapa?

B: Besok ayer pasang pukul satu tengah hari.

A: Pukul satu. Kalau bagitu kita pergi lekas-lah pagi besok.

B: Ah, lekas. Pukul berapa kita pergi lekas?

A: Pukul sembilan.

B: Pukul sembilan pagi. Awak siap, saja?

A: Ah.

B: Awak siap.

A: Ah.

B: Awak datang bukan?

A: Ia. Saya datang. Awak tunggu di-rumah.

B: Ah. Saya nanti di-rumah saya.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: --- Kita 'tak kerja.
● Besok hari minggu. Kita 'tak kerja.

B: --- Hari minggu chuti.
● Ya, ya. Kita besok 'tak kerja. Hari minggu chuti.

A: ● Awak 'tak ka-mana besok?

B: --- Saya 'tak pergi ka-mana-mana.
● 'Tak ada. Saya 'tak pergi ka-mana-mana.

A: --- kalau kita pergi berkelah besok?
● Bagaimana kalau kita pergi berkelah besok?

B: --- Chadangan itu saya terima.
● Oh, itu bagus. Chadangan itu saya terima.

A: --- yang awak 'nak pergi berkelah?
● Di-mana tempat yang awak 'nak pergi berkelah?

B: --- Kita berkelah di-tepi laut.
● Saya chadang Tanjong Changi. Kita berkelah di-tepi laut.

A: --- yang kita hendak bawa?
● Jadi barang-barang apa yang kita hendak bawa?

B: --- kita bawa ikan sadin.
● Kita bawa roti, kita bawa ikan sadin.

A: ● Bawang.

B: --- Dan jangan lupa bawa tikar.
● Kichap. Dan jangan lupa bawa tikar.

A: --- awak jangan lupa.
● Selain daripada itu sudu, awak jangan lupa.
--- Kita bawa panching.

● Lagi satu perkara, eh? Kita bawa panching.

B: --- Saya suka panching ikan.
● Ah. Panching bagus. Saya suka panching ikan.

A: --- di-tepi laut.
● Kita boleh manching ikan di-tepi laut.

B: ● Ya, itu betul, itu betul. Bagus.

A: ● Besok ayer pasang pukul berapa?

B: --- pukul satu tengah hari.
● Besok ayer pasang pukul satu tengah hari.

A: --- lekas-lah pagi besok.
● Kalau bagitu kita pergi lekas-lah pagi besok.

B: ● Ah, lekas. Pukul berapa kita pergi lekas?

A: ● Pukul sembilan.

B: --- Awak datang bukan?
● Awak siap, saja? Awak datang bukan?

A: --- Awak tunggu di-rumah.
● Ia. Saya datang. Awak tunggu di-rumah.

B: ● Ah. Saya nanti di-rumah saya.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Besok hari minggu. Kita 'tak kerja.

B: * * *

A: Awak 'tak ka-mana besok?

B: * * *

A: Bagaimana kalau kita pergi berkelah besok?

B: * * *

A: Di-mana tempat yang awak 'nak pergi berkelah?

B: * * *

A: Jadi barang-barang apa yang kita hendak bawa?

B: * * *

A: Bawang.

B: * * *

A: Sa-lain daripada itu sudu, awak jangan lupa. Lagi satu perkara, eh? Kita bawa panching.

B: * * *

A: Kita boleh manching ikan di-tepi laut.

B: * * *

A: Besok ayer pasang pukul berapa?

B: * * *

A: Kalau bagitu kita pergi lekas-lah pagi besok.

B: * * *

A: Pukul sembilan.

B: * * *

A: Ia. Saya datang. Awak tunggu di-rumah.

B: * * * _____

A: * * *

B: Ya, ya. Kita besok 'tak kerja. Hari minggu chut

A: * * *

B: 'Tak ada. Saya 'tak pergi ka-mana-mana.

A: * * *

B: Oh, itu bagus. Chadangan itu saya terima.

A: * * *

B: Saya chadang Tanjong Changi. Kita berkelah di-tepi laut.

A: * * *

B: Kita bawa roti, kita bawa ikan sadin.

A: * * *

B: Kichap. Dan jangan lupa bawa tikar.

A: * * *

B: Ah. Panching bagus. Saya suka panching ikan.

A: * * *

B: Ya, itu betul, itu betul. Bagus.

A: * * *

B: Besok ayer pasang pukul satu tengah hari.

A: * * *

B: Ah, lekas. Pukul berapa kita pergi lekas?

A: * * *

B: Awak siap, saja? Awak datang bukan?

A: * * *

B: Ah. Saya nanti di-rumah saya.

1. And don't forget to bring a mat.
2. And don't forget to bring onions.
3. And don't forget to bring bean sauce.
4. And don't forget to bring bread.
5. And don't forget to bring a spoon.
6. And don't forget to bring a mat.

1. What about going for a picnic tomorrow?
2. What about going to Tanjong Changi tomorrow?
3. What about going to the botanical gardens tomorrow?
4. What about going to the museum tomorrow?
5. What about going to the beach tomorrow?
6. What about going for a picnic tomorrow?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Dan jangan lupa bawa tikar.
2. Dan jangan lupa bawa bawang.
3. Dan jangan lupa bawa kichap.
4. Dan jangan lupa bawa roti.
5. Dan jangan lupa bawa sudu.
6. Dan jangan lupa bawa tikar.

Drill 2

1. Bagaimana kalau kita pergi berkelah besok?
2. Bagaimana kalau kita pergi Tanjong Changi besok?
3. Bagaimana kalau kita pergi kebun bunga besok?
4. Bagaimana kalau kita pergi sekolah gambar besok?
5. Bagaimana kalau kita pergi di-tepi laut besok?
6. Bagaimana kalau kita pergi berkelah besok?

1. Tomorrow will be Sunday. We don't work.
2. Tomorrow will be Monday. We don't work.
3. Tomorrow will be Tuesday. We don't work.
4. Tomorrow will be Wednesday. We don't work.
5. Tomorrow will be Saturday. We don't work.

Drill 3

1. Besok hari Minggu. Kita 'tak kerja.
2. Besok hari Isnin. Kita 'tak kerja.
3. Besok hari Selasa. Kita 'tak kerja.
4. Besok hari Rabu. Kita 'tak kerja.
5. Besok hari Sabtu. Kita 'tak kerja.
6. Besok hari Minggu. Kita 'tak kerja.

A COMMITTEE MEETING

A: Mr. Mutalib, I want to go to a meeting at eight o'clock.

B: What meeting, Mr. Buyong?

A: A committee meeting.

B: Where will the meeting be?

A: Uh, in the rooms of the Telok Kurau Association.

B: Uh, who is the chairman of the meeting, Mr. Buyong?

A: The chairman is Mr. Ismail Kassim.

B: And the secretary?

A: The secretary is Mr. Daud Ahmad.

B: Oh, Mr. Daud Ahmad.

A: Yes.

B: Who is the treasurer, Mr. Buyong?

A: The treasurer is Mrs. Zahara Za'aba.

Lesson 7

MESHUARAT JAWATANKUASA

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Che' Mutalib, pukul lapan ini saya 'nak pergi meshuarat.

B: Meshuarat apa itu, Che' Buyong?

A: Meshuarat jawatankuasa.

B: Di-mana meshuarat itu?

A: Eh, di-rumah Persatuan Telok Kurau.

B: Eh, siapa yang jadi pengerusi meshuarat itu, Che' Buyong?

A: Pengerusi meshuarat itu, Che' Ismail Kassim.

B: Dan, setia usaha-nya?

A: Setia usaha-nya, Che' Daud Ahmad.

B: Oh, Che' Daud Ahmad.

A: Ya.

B: Yang menjadi bendahari-nya pulak, Che' Buyong?

A: Bendahari-nya, Che' Zahara Za'aba.

B: How many persons serve on the committee of the Association, Mr. Buyong?

A: On the committee . . . there are nine people, Mr. Mutalib.

B: Are there women, as well?

A: Yes, yes. Mm, five men and four . . .

B: Four.

A: . . . four women.

B: Uh, what is the purpose of this meeting, Mr. Buyong?

A: Tonight's meeting?

B: Yes.

A: The one that starts at eight o'clock?

B: Yes.

A: This meeting is to discuss the Singapore National Day celebration.

B: Oh, then your Association will participate in . . .

A: Yes. Oh, certainly participate.

B: Concerning culture?

A: Yes. Culture.

B: Berapa orang ahli jawatankuasa Persatuan 'tu, Che' Buyong?

A: Ahli jawatankuasa . . . itu sembilan orang, Che' Mutalib.

B: Ada 'tak orang perempuan sama?

A: Ada, ada. Mm, lima orang lelaki dan empat . . .

B: Empat orang.

A: . . . empat orang perempuan.

B: Eh, apa tujuan di-adakan meshuarat kali ini, Che' Buyong?

A: Meshuarat malam ini?

B: Ya.

A: Pukul lapan yang 'nak di-mulakan?

B: Ya.

A: Ia-lah meshuarat fasal hendak menyambut hari Kebangsaan Singapura.

B: Oh, jadi Persatuan yang Che' Buyong jadi ahli-nya 'tu ambik bahagian dalam . . .

A: Ya. Oh, sangat mengambik bahagian.

B: Berkenaan dengan kebudayaan-lah?

A: Ya. Kebudayaan.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: --- saya 'nak pergi meshuarat.
● Che' Mutalib, pukul lapan ini saya 'nak pergi meshuarat.

B: ● Meshuarat apa itu, Che' Buyong?

A: ● Meshuarat jawatankuasa.

B: ● Di-mana meshuarat itu?

A: ● Di-rumah Persatuan Telok Kurau.

B: --- jadi pengerusi meshuarat itu, Che' Buyong?
● Siapa yang jadi pengerusi meshuarat itu, Che' Buyong?

A: --- Che' Ismail Kassim.
● Pengerusi meshuarat itu, Che' Ismail Kassim.

B: ● Dan, setia usaha-nya?

A: --- Che' Daud Ahmad.
● Setia usaha-nya, Che' Daud Ahmad.

B: ● Yang menjadi bendahari-nya pulak, Che' Buyong?

A: --- Che' Zahara Za'aba.
● Bendahari-nya, Che' Zahara Za'aba.

B: --- ahli jawatankuasa Persatuan 'tu, Che' Buyong?
● Berapa orang ahli jawatankuasa Persatuan 'tu, Che' Buyong?

A: --- itu sembilan orang, Che' Mutalib.
● Ahli jawatankuasa itu, sembilan orang, Che' Mutalib.

B: ● Ada 'tak orang perempuan sama?

A: --- dan empat orang perempuan.
● Ada, ada. Lima orang lelaki dan empat orang perempuan.

B: ● Apa tujuan di-adakan meshuarat kali ini, Che' Buyong?

A: --- Pukul lapan yang 'nak di-mulakan?
● Meshuarat malam ini? Pukul lapan yang 'nak di-mulakan?

B: ● Ya.

A: --- menyambut hari Kebangsaan Singapura.
● Ia-lah meshuarat fasal hendak menyambut hari Kebangsaan Singapura.

B: --- jadi ahli-nya 'tu ambik bahagian.
● Oh, jadi Persatuan yang Che' Buyong jadi ahli-

nya 'tu ambik bahagian.

A: ● Oh, sangat mengambik bahagian.

B: ● Berkenaan dengan kebudayaan-lah?

A: ● Ya. Kebudayaan.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Che' Mutalib, pukul lapan ini saya 'nak pergi meshuarat.

B: * * *

A: Meshuarat jawatankuasa.

B: * * *

A: Di-rumah Persatuan Telok Kurau.

B: * * *

A: Pengerusi meshuarat itu, Che' Ismail Kassim.

B: * * *

A: Setia usaha-nya, Che' Daud Ahmad.

B: * * *

A: Bendahari-nya, Che' Zahara Za'aba.

B: * * *

A: Ahli jawatankuasa, itu sembilan orang, Che' Mutalib.

B: * * *

A: Ada, ada. Lima orang lelaki dan empat orang perempuan.

B: * * *

A: Meshuarat malam ini? Pukul lapan yang 'nak di-mulakan?

B: * * *

A: Ia-lah meshuarat fasal hendak menyambut hari Kebangsaan Singapura.

B: * * *

A: Oh, sangat mengambik bahagian.

B: * * *

A: Ya. Kebudayaan.

A: * * *

B: Meshuarat apa itu, Che' Buyong?

A: * * *

B: Di-mana meshuarat itu?

A: * * *

B: Siapa yang jadi pengerusi meshuarat itu, Che' Buyong?

A: * * *

B: Dan, setia usaha-nya?

A: * * *

B: Yang menjadi bendahari-nya pulak, Che' Buyong?

A: * * *

B: Berapa orang ahli jawatankuasa Persatuan 'tu, Che' Buyong?

A: * * *

B: Ada 'tak orang perempuan sama?

A: * * *

B: Apa tujuan di-adakan meshuarat kali ini, Che' Buyong?

A: * * *

B: Ya.

A: * * *

B: Oh, jadi Persatuan yang Che' Buyong jadi ahli-nya 'tu ambik bahagian.

A: * * *

B: Berkenaan dengan kebudayaan-lah?

A: * * *

1. I want to go to a meeting at eight o'clock.
2. I want to go to a movie at eight o'clock.
3. I want to go to a class at eight o'clock.
4. I want to go to a dance at eight o'clock.
5. I want to go to a party at eight o'clock.

1. The Chairman is Che' Ismail Kassim.
2. The Chairman is Che' Omar Hashim.
3. The Chairman is Che' Rahim Kader.
4. The Chairman is Che' Sulaiman Abdullah.
5. The Chairman is Che' Zakaria Yatim.
6. The Chairman is Che' Ismail Kassim.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Pukul lapan ini saya 'nak pergi meshuarat.
2. Pukul lapan ini saya 'nak pergi wayang gambar.
3. Pukul lapan ini saya 'nak pergi sekolah.
4. Pukul lapan ini saya 'nak pergi menari.
5. Pukul lapan ini saya 'nak pergi jamuan.
6. Pukul lapan ini saya 'nak pergi meshuarat.

Drill 2

1. Pengerusi meshuarat itu, Che' Ismail Kassim.
2. Pengerusi meshuarat itu, Che' Omar Hashim.
3. Pengerusi meshuarat itu, Che' Rahim Kader.
4. Pengerusi meshuarat itu, Che' Sulaiman Abdullah.
5. Pengerusi meshuarat itu, Che' Zaharia Yatim.
6. Pengerusi meshuarat itu, Che' Ismail Kassim.

1. There are four women.
2. There are four men.
3. There are four boys.
4. There are four girls.
5. There are four babies.
6. There are four women.

Drill 3

1. Ada empat orang perempuan.
2. Ada empat orang laki-laki.
3. Ada empat budak laki-laki.
4. Ada empat budak perempuan.
5. Ada empat kanak-kanak.
6. Ada empat orang perempuan.

AT THE BOOKSHOP

A: This bookshop of yours seems big.

B: Mm, only average, sir.

A: Ha, ha. There are many books.

B: Quite a few books, sir.

A: In what language are most of the books?

B: Mostly in the Malay language. But there are also books in the English language, sir.

A: What books do you have? This one, what book is this?

B: On this side all the books are educational.

A: On the other side?

B: On the other side are story books.

A: Story books. For adults and for children?

B: Ah, there are more books for children on that side than on this side, sir.

A: Ah, where are these books printed? Uh, mostly?

Lesson 8

DI-KEDAI BUKU

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Kedai buku enche' 'ni besar nampak-nya.

B: Mm, sederhana saja, enche.

A: Ha, ha. Banyak buku-nya.

B: Buku-nya banyak jugak, enche'.

A: Buku-buku itu bahasa apa yang banyak-nya?

B: Kebanyakan-nya buku-buku bahasa Melayu, tapi, buku-buku bahasa Inggeris pun ada, enche'.

A: Buku apa yang ada? Ini, 'ni buku apa 'ni?

B: Yang sa-belah sini semua-nya buku-buku pelajaran.

A: Yang sa-belah sana?

B: Yang sa-belah sana, buku-buku cherita.

A: Buku-buku cherita. Untok orang besar ada, untok kanak-kanak ada?

B: Ah, untok kanak-kanak di-sa-belah satu lagi, di-sa-belah sana, enche'.

A: Ah, buku-buku ini di-chap di-mana? Eh, ke-

B: They are mostly printed in the Federation of Malaya, and also in Singapore.

A: Other countries? Foreign countries?

B: Yes. From Indonesia.

A: Uh, do you have newspapers?

B: Newspapers and magazines, sir.

A: Oh, you have magazines. Aren't they expensive? Uh, or moderate?

B: Uh, only moderately expensive, sir.

A: Well, thank you.

banyakan-nya

B: Buku-buku ini kebanyakan-nya di-chap di-Persekutuan Tanah Melayu, dan di-Singapura jugak.

A: Lain Negeri? Luar Negeri ada?

B: Ada. Dari Indonesia.

A: Eh, surat khabar ada?

B: Surat khabar pun ada, majallah pun ada, enche'.

A: Oh, majallah pun ada. Harga-nya mahal 'tak? Eh, atau sederhana?

B: Eh, harga-nya sederhana macham biasa jugak, enche'.

A: Ai, terima kaseh.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Kedai buku enche' 'ni besar nampak-nya.

B: ● Sederhana saja, enche'.

A: ● Banyak buku-nya?

B: ● Buku-nya banyak jugak, enche'.

A: --- bahasa apa yang banyak-nya?
● Buku-buku itu bahasa apa yang banyak-nya?

B: --- tapi, buku-buku bahasa Inggeris pun ada, enche'.
● Kebanyakan-nya buku-buku bahasa Melayu, tapi, buku-buku bahasa Inggeris pun ada, enche'.

A: --- Ini, 'ni buku apa 'ni?
● Buku apa yang ada? Ini, 'ni buku apa 'ni?

B: --- semua-nya buku-buku pelajaran.
● Yang sa-belah sini semua-nya buku-buku pelajaran.

A: ● Yang sa-belah sana?

B: ● Yang sa-belah sana, buku-buku cherita.

A: --- untok kanak-kanak ada?
--- Untok orang besar ada, untok kanak-kanak ada?
● Buku-buku cherita. Untok orang besar ada, untok kanak-kanak ada?

B: --- di-sa-belah sana, enche'.
● Untok kanak-kanak di-sa-belah satu lagi, di-sa-belah sana, enche'.

A: --- Kebanyakan-nya?
● Buku-buku ini di-chap di-mana? Kebanyakan-nya?

B: --- dan di-Singapura jugak.
--- di-chap di-Persekutuan Tanan Melayu,

dan di-Singapura jugak.

● Buku-buku ini kebanyakan-nya di-chap di-Persekutuan Tanah Melayu, dan di-Singapura jugak.

A: ● Lain negeri? Luar negeri ada?

B: ● Ada. Dari Indonesia.

A: ● Surat khabar ada?

B: ● Surat khabar pun ada, majallah pun ada, enche'.

A: --- Atau sederhana?
--- Harga-nya mahal 'tak? Atau sederhana?
● Oh, majallah pun ada. Harga-nya mahal 'tak? Atau sederhana?

B: ● Harga-nya sederhana macham biasa jugak, enche'.

A: ● Ai, terima kaseh.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Kedai buku enche' 'ni besar nampak-nya.

B: * * *

A: Banyak buku-nya?

B: * * *

A: Buku-buku itu bahasa apa yang banyak-nya?

B: * * *

A: Buku apa yang ada? Ini, 'ni buku apa 'ni?

B: * * *

A: Yang sa-belah sana?

B: * * *

A: Buku-buku cherita. Untok orang besar ada, untok kanak-kanak ada?

B: * * *

A: Buku-buku ini di-chap di-mana? Kebanyakan-nya?

B: * * *

A: Lain negeri? Luar negeri ada?

B: * * *

A: Surat khabar ada?

B: * * *

A: Oh, majallah pun ada. Harga-nya mahal 'tak? Atau sederhana?

B: * * *

A: Ai, terima kaseh.

A: * * *

B: Sederhana saja, enche'.

A: * * *

B: Buku-nya banyak jugak, enche'.

A: * * *

B: Kebanyakan-nya buku-buku bahasa Melayu, tapi, buku-buku bahasa Inggeris pun ada, enche'.

A: * * *

B: Yang sa-belah sini semua-nya buku-buku pelajaran.

A: * * *

B: Yang sa-belah sana, buku-buku cherita.

1. On this side all the books are educational.
2. On this side some of the books are educational.

A: * * *

B: Untok kanak-kanak di-sa-belah satu lagi, di-sa-belah sana, enche'.

A: * * *

B: Buku-buku ini kebanyakan-nya di-chap di-Persekutuan Tanah Melayu, dan di-Singapura jugak.

A: * * *

A: * * *

B: Ada. Dari Indonesia.

A: * * *

B: Surat khabar pun ada, majallah pun ada, enche'

A: * * *

B: Harga-nya sederhana macham biasa jugak, enche'.

A: * * *

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Yang sa-belah sini semua-nya buku-buku pelajaran.
2. Yang sa-belah sini beberapa buku-buku pelajaran.

3. On this side most of the books are educational.
4. On this side a few of the books are educational.
5. On this side none of the books are educational.
6. On this side all the books are educational.

1. But there are also books in the English language, sir.
2. But there are also books in the Malay language, sir.
3. But there are also books in the French language, sir.
4. But there are also books in the Japanese language, sir.
5. But there are also books in the Indonesian language, sir.
6. But there are also books in the English language, sir.

1. These books are mostly printed in the Federation of Malaya.
2. These books are mostly produced in the Federation of Malaya.
3. These books are mostly distributed in the Federation of Malay
4. These books are mostly used in the Federation of Malaya.

3. Yang sa-belah sini kebanyakan buku-buku pelajaran.
4. Yang sa-belah sini sadikit buku-buku pelajaran.
5. Yang sa-belah sini tiada lansong buku-buku pelajaran
6. Yang sa-belah sini semua-nya buku-buku pelajaran.

Drill 2

1. Tapi, buku-buku bahasa Inggeris pun ada, enche'.
2. Tapi, buku-buku bahasa Melayu pun ada, enche'.
3. Tapi, buku-buku bahasa Franchis pun ada, enche'.
4. Tapi, buku-buku bahasa Jepun pun ada, enche'.
5. Tapi, buku-buku bahasa Indonesia pun ada, enche'.
6. Tapi, buku-buku bahasa Inggeris pun ada, enche'.

Drill 3

1. Buku-buku ini kebanyakan-nya di-chap di-Persekutuan Tanah Melayu.
2. Buku-buku ini kebanyakan-nya di-keluarkan di-Persekutuan Tanah Melayu.
3. Buku-buku ini kebanyakan-nya di-bahagi-bahagikan di-Persekutuan Tanah Melayu.
4. Buku-buku ini kebanyakan-nya di-gunakan di-Persekutuan Tanah Melayu.

5. These books are mostly sold in the Federation of Malaya.

6. These books are mostly printed in the Federation of Malaya.

5. Buku-buku ini kebanyakan-nya di-jual di-Persekutuan Tanah Melayu.

6. Buku-buku ini kebanyakan-nya di-chap di-Persekutuan Tanah Melayu.

FISHING

A: Well, Mr. Mutalib, you are fishing?

B: That's right, Mr. Buyong.

A: Have you been sitting here on the beach long?

B: About two hours.

A: What, what fish have you caught?

B: Not many, Mr. Buyong. There are young sembilang, and two or three small gelamas.

A: Oh. How many lines are you using, just one?

B: No, I'm using three.

A: Where?

B: Down there is one, on my left is one, and I am holding one.

A: Ah. How much longer are you going to fish?

B: If I catch many fish, I want to stay for another one or two hours.

Lesson 9

MENGAIL

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Ai, Che' Mutalib, nampak-nya mengail ikan 'ni?

B: Bagitu-lah, Che' Buyong.

A: 'Dah lama dudok di-tepi laut 'ni tadi?

B: Ada lebeh kurang dua jam.

A: Apa, ikan apa yang awak dapat kail 'ni?

B: 'Tak banyak, Che' Buyong. Ada-lah anak-anak sembilang, anak-anak gelama dua tiga ekor.

A: Oh. Berapa juran awak pasang kail ini, satu saja?

B: Tidak, saya pakai tiga.

A: Di-mana?

B: Di-hujong sana satu, di-sa-belah kiri saya satu, dan saya pegang satu.

A: Ah. Berapa lama lagi Che' Mutalib 'nak mengail 'ni?

B: Kalau banyak dapat ikan, saya 'nak tunggu-lah satu dua jam lagi.

A: I hope you will catch a big fish, Mr. Mutalib.

B: But there are not many big fish in this place, Mr. Buyong.

A: What is the bait?

B: I'm using worms for bait, Mr. Buyong.

A: Worms. Where do you get the worms?

B: Ah. I dig them from the ground, Mr. Buyong.

A: Ah. Very good.

A: Saya harap dapat ikan besar, Che' Mutalib.

B: Tapi, 'tak berapa banyak ikan besar di-tempat ini, Che' Buyong.

A: Umpan-nya apa 'ni?

B: Saya guna-kan umpan chaching, Che' Buyong.

A: Umpan chaching. Di-mana dapat chaching itu?

B: Ah. Itu saya korek dari dalam tanah dapat-lah chaching itu, Che' Buyong.

A: Ah. Bagus. _____

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Che' Mutalib, nampak-nya mengail ikan 'ni?

B: ● Bagitu-lah, Che' Buyong.

A: ● 'Dah lama dudok di-tepi laut 'ni tadi?

B: ● Ada lebeh kurang dua jam.

A: ● Ikan apa yang awak dapat kail 'ni?

B: --- anak-anak gelama dua tiga ekor.

--- Ada-lah anak-anak sembilang, anak-anak gelama dua tiga ekor.

● 'Tak banyak, Che' Buyong. Ada-lah anak-anak sembilang, anak-anak gelama dua tiga ekor.

A: --- satu saja?

● Oh. Berapa juran awak pasang kail ini, satu saja?

B: ● Tidak, saya pakai tiga.

A: ● Di-mana?

B: --- dan saya pegang satu.

--- di-sa-belah kiri saya satu, dan saya pegang satu.

● Di-hujong sana satu, di-sa-belah diri saya satu, dan saya pegang satu.

A: --- Che' Mutalib 'nak mengail 'ni?

● Berapa lama lagi Che' Mutalib 'nak mengail 'ni?

B: --- satu dua jam lagi.

--- saya 'nak tunggu-lah satu dua jam lagi.

● Kalau banyak dapat ikan, saya 'nak tunggu-lah satu dua jam lagi.

A: ● Saya harap dapat ikan besar, Che' Mutalib.

B: --- di-tempat ini, Che' Buyong.

● Tapi, 'tak berapa banyak ikan besar di-tempat ini, Che' Buyong.

A: ● Umpan-nya apa 'ni?

B: ● Saya guna-kan umpan chaching, Che' Buyong.

A: ● Di-mana dapat chaching itu?

B: --- dapat-lah chaching itu, Che' Buyong.
● Itu saya korek dari dalam tanah dapat-lah chaching itu, Che' Buyong.

A: ● Ah. Bagus.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Che' Mutalib, nampak-nya mengail ikan 'ni?

B: * * *

A: 'Dah lama dudok di-tepi laut 'ni tadi?

B: * * *

A: Ikan apa yang awak dapat kail 'ni?

B: * * *

A: Oh. Berapa juran awak pasang kail ini, satu saja?

B: * * *

A: Di-mana?

B: * * *

A: Berapa lama lagi Che' Mutalib 'nak mengail 'ni?

B: * * *

A: Saya harap dapat ikan besar, Che' Mutalib.

B: * * *

A: Umpan-nya apa 'ni?

B: * * *

A: Di-mana dapat chaching itu?

B: * * *

A: Ah. Bagus.

A: * * *

B: Bagitu-lah, Che' Buyong.

A: * * *

B: Ada lebeh kurang dua jam.

A: * * *

B: 'Tak banyak, Che' Buyong. Ada-lah anak-anak sembilang, anak-anak gelama dua tiga ekor.

A: * * *

B: Tidak, saya pakai tiga.

A: * * *

B: Di-hujong sana satu, di-sa-belah kiri saya satu, dan saya pegang satu.

A: * * *

B: Kalau banyak dapat ikan, saya 'nak tunggu-lah satu dua jam lagi.

A: * * *

B: Tapi, 'tak berapa banyak ikan besar di-tempat ini, Che' Buyong.

A: * * *

B: Saya guna-kan umpan chaching, Che' Buyong.

A: * * *

B: Itu saya korek dari dalam tanah dapat-lah chaching itu, Che' Buyong.

A: * * *

1. Have you been sitting here on the beach long?
2. Have you been walking here on the beach long?
3. Have you been waiting here on the beach long?
4. Have you been lying here on the beach long?
5. Have you been fishing here on the beach long?
6. Have you been sitting here on the beach long?

1. How much longer are you going to fish?
2. How much longer are you going to read?
3. How much longer are you going to play?
4. How much longer are you going to visit?
5. How much longer are you going to study?
6. How much longer are you going to fish?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. 'Dah lama dudok di-tepi laut 'ni tadi?
2. 'Dah lama berjalan di-tepi laut 'ni tadi?
3. 'Dah lama tunggu di-tepi laut 'ni tadi?
4. 'Dah lama baring di-tepi laut 'ni tadi?
5. 'Dah lama mengail di-tepi laut 'ni tadi?
6. 'Dah lama dudok di-tepi laut 'ni tadi?

Drill 2

1. Berapa lama lagi Che' Mutalib 'nak mengail 'ni?
2. Berapa lama lagi Che' Mutalib 'nak membacha 'ni?
3. Berapa lama lagi Che' Mutalib 'nak bermain 'ni?
4. Berapa lama lagi Che' Mutalib 'nak melawat 'ni?
5. Berapa lama lagi Che' Mutalib 'nak belajar 'ni?
6. Berapa lama lagi Che' Mutalib 'nak mengail 'ni?

1. There are not many big fish in this place, Mr. Buyong.

2. There are not many big fish in that place, Mr. Buyong.

3. There are not many big fish here, Mr. Buyong.

4. There are not many big fish there, Mr. Buyong.

5. There are not many big fish in the other place, Mr. Buyong.

6. There are not many big fish in this place, Mr. Buyong.

Drill 3

1. 'Tak berapa banyak ikan besar di-tempat ini, Che' Buyong.
2. 'Tak berapa banyak ikan besar di-tempat itu, Che' Buyong.
3. 'Tak berapa banyak ikan besar di-sini, Che' Buyong.
4. 'Tak berapa banyak ikan besar di-sana, Che' Buyong.
5. 'Tak berapa banyak ikan besar di-tempat lain, Che' Buyong.
6. 'Tak berapa banyak ikan besar di-tempat ini, Che' Buyong.

Lesson 10

TEST

Test on Unit 2

See instructions for this section in Lesson 5, page 69.

Unit 3

Lessons 11-15

FLOWER GARDENING

A: Good afternoon, Miss Asiah.

B: Good afternoon, Mr. Mutalib.

A: Well, you're really busy with your flowers.

B: Yes. I certainly enjoy them.

A: What flower is this, Miss Asiah?

B: Oh, that one?

A: Yes.

B: That one's a . . . a rose.

A: A rose. There are many colors, aren't there?

B: Yes, there are red, white, and also pink.

A: This one, Miss Asiah?

B: Oh, that one?

A: Yes.

Lesson 11

BERKEBUN BUNGA

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Selamat petang, Che' Asiah.

B: Selamat petang, Che' Mutalib.

A: Wah, sibok benar awak dengan pokok-pokok bunga ini.

B: Ya. Memang itu-lah kegemaran saya.

A: Yang ini bunga apa, Che' Asiah?

B: Oh, yang itu?

A: Ya.

B: Yang itu, bunga . . . bunga ros.

A: Bunga ros. Banyak warna-nya, ya?

B: Ya, ada yang merah, ada yang puteh, dan ada juga yang merah jambu.

A: Yang ini, 'ni, Che' Asiah?

B: Oh, yang itu?

A: Ya.

B: That one is jasmin.

A: Jasmin?

B: Yes. Ish't it pretty, this one?

A: Yes. Ha. This one, what's its name, Miss Asiah?

B: Ah, that is a dahlia. I just planted it.

A: Oh, oh. Then the seeds of the flowers, where do you get them from?

B: The seeds, I bought. Some were given by my friends.

A: Oh, so. If my child sees these flowers, she'll love them.

B: Oh, oh. If you want, you can take some seeds. Do you want to?

A: I can do that.

B: I can wrap some, yes.

A: Thank you, Miss Asiah.

B: Yang itu bunga melor.

A: Bunga melor?

B: Ya. Yang ini chantek tidak, bunga yang ini?

A: Ya. Ha Yang ini apa nama-nya, Che' Asiah?

B: Ah, itu bunga dahlia. Itu baru saja saya tanam.

A: Oh, oh. Jadi beneh-beneh pokok-pokok bunga ini, di-mana Che' Asiah dapat 'ni?

B: Beneh-beneh pokok bunga 'ni, saya beli. Ada jugak kawan-kawan saya beri.

A: Oh, bagitu. Anak saya-lah kalau tengok pokok-pokok bunga bagini, bukan main lagi gemar dia.

B: Eh, eh, kalau awak hendak, boleh jugak ambil beneh-nya sikit. Mahu?

A: Boleh jugak-lah.

B: Boleh saya bungkuskan sikit, ya?

A: Terima kaseh, Che' Asiah.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Selamat petang, Che' Asiah.

B: ● Selamat petang, Che' Mutalib.

A: --- dengan pokok-pokok bunga ini.
● Wah, sibok benar awak dengan pokok-pokok bunga ini.

B: ● Ya. Memang itu-lah kegemaran saya.

A: ● Yang ini bunga apa, Che' Asiah?

B: ● Yang itu, bunga ros.

A: ● Banyak warna-nya, ya?

B: --- dan ada juga yang merah jambu.
--- ada yang puteh, dan ada juga yang merah jambu.
● Ya, ada yang merah, ada yang puteh, dan ada juga yang merah jambu.

A: ● Yang ini, 'ni, Che' Asiah?

B: --- bunga yang ini?
--- Yang ini chantek tidak, bunga yang ini?
● Yang itu bunga melor. Yang ini chantek tidak, bunga yang ini?

A: ● Ya. Yang ini apa nama-nya, Che' Asiah?

B: --- Itu baru saja saya tanam.
● Itu bunga dahlia. Itu baru saja saya tanam.

A: --- di-mana Che' Asiah dapat 'ni?
--- pokok-pokok bunga ini di-mana Che'

Asiah dapat 'ni?

- Oh. Jadi beneh-beneh, pokok-pokok bunga ini dimana Che' Asiah dapat 'ni?

B: --- Ada jugak kawan-kawan saya beri.

- Beneh-beneh pokok bunga 'ni, saya beli. Ada jugak kawan-kawan saya beri.

A: --- bukan main lagi gemar dia.
--- Anak saya-lah kalau tengok pokok-pokok bunga bagini, bukan main lagi gemar dia.

- Oh, bagitu. Anak saya-lah kalau tengok pokok-pokok bunga bagini, bukan main lagi gemar dia.

B: --- boleh jugak ambil beneh-nya sikit. Mahu?

- Kalau awak hendak, boleh jugak ambil beneh-nya sikit. Mahu?

A: ● Boleh jugak-lah.

B: ● Boleh saya bungkuskan sikit, ya?

A: ● Terima kaseh, Che' Asiah.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Selamat petang, Che' Asiah.

B: * * *

A: Wah, sibok benar awak dengan pokok-pokok bunga ini.

B: * * *

A: Yang ini bunga apa, Che' Asiah?

B: * * *

A: Banyak warna-nya, ya?

B: * * *

A: Yang ini, 'ni, Che' Asiah?

B: * * *

A: Ya. Yang ini apa nama-nya, Che' Asiah?

B: * * *

A: Oh. Jadi beneh-beneh, pokok-pokok bunga ini di-mana Che' Asiah dapat 'ni?

B: * * *

A: Oh, bagitu. Anak saya-lah kalau tengok pokok-pokok bunga bagini, bukan main lagi gemar dia.

B: * * *

A: Boleh jugak-lah.

B: * * *

A: Terima kaseh, Che' Asiah.

A: * * *

B: Selamat petang, Che' Mutalib.

A: * * *

B: Ya. Memang itu-lah kegemaran saya.

A: * * *

B: Yang itu, bunga ros.

A: * * *

B: Ya, ada yang merah, ada yang puteh, dan ada juga yang merah jambu.

A: * * *

B: Yang itu bunga melor. Yang ini chantek tidak, bunga yang ini?

A: * * *

B: Itu bunga dalia. Itu baru saja saya tanam.

1. I certainly enjoy them.
2. I certainly want them.
3. I certainly question them.
4. I certainly dislike them.
5. I certainly hate them.
6. I certainly enjoy them.

A: * * *

B: Beneh'beneh pokok bunga 'ni, saya beli. Ada jugak kawan-kawan saya beri.

A: * * *

B: Kalau awak hendak, boleh jugak ambil beneh-nya sikit. Mahu?

A: * * *

B: Boleh saya bungkuskan sikit, ya.

A: * * *

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Memang itu-lah kegemaran saya.
2. Memang itu-lah kemahuan saya.
3. Memang itu-lah pertanyaan saya.
4. Memang itu-lah 'tak gemar saya.
5. Memang itu-lah kebenchian saya.
6. Memang itu-lah kegemaran saya.

1. Some were given by my friends.
2. A few were given by my friends.
3. Many were given by my friends.
4. Five were given by my friends.
5. Some seeds were given by my friends.
6. Some were given by my friends.

1. Isn't it pretty, this one?
2. Isn't it nice, this one?
3. Isn't it good, this one?
4. Isn't it colorful, this one?
5. Isn't it red, this one?
6. Isn't it pretty, this one?

Drill 2

1. Ada jugak kawan-kawan saya beri.
2. Ada sedikit kawan-kawan saya beri.
3. Ada banyak kawan-kawan saya beri.
4. Ada lima kawan-kawan saya beri.
5. Ada beneh kawan-kawan saya beri.
6. Ada jugak kawan-kawan saya beri.

Drill 3

1. Yang ini chantek tidak, bunga yang ini?
2. Yang ini elok tidak, bunga yang ini?
3. Yang ini bagus tidak, bunga yang ini?
4. Yang ini berwarna tidak, bunga yang ini?
5. Yang ini merah tidak, bunga yang ini?
6. Yang ini chantek tidak, bunga yang ini?

THE ZOO

A: Where did you come from, Mr. Buyong?

B: I came from Johore Baharu, Mr. Mutalib.

A: What happened?

B: Oh . . . very enjoyable.

A: Ha?

B: I went to visit a zoo.

A: Oh, the zoo at Johore Baharu?

B: Yes, yes, yes.

A: Whose zoo is that?

B: The owner of the zoo is His Highness the Sultan of Johore, of course.

A: Oh, are there many animals in the zoo, Mr. Buyong?

B: Ah. Quite a number. Eh, and I loved to see the tigers.

A: Tigers?

Lesson 12
KEBUN BINATANG

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Awak dari mana, Che' Buyong?

B: Saya datang dari Johor Baharu, Che' Mutalib.

A: Apa hal 'tu?

B: Amboi . . . seronok betul.

A: Ha?

B: Melawat kebun binatang.

A: Oh, kebun binatang ada di-Johor Baharu, ya?

B: Ada, ada, ada.

A: Siapa punya kebun binatang 'tu?

B: Yang punya kebun binatang di-Johor Baharu 'tu, duli Yang Maha Mulia Sultan Johor-lah.

A: Oh, banyak binatang-binatang di-dalam kebun binatang 'tu, Che' Buyong?

B: Ah. Chukup-lah, jadi-lah. Eh, yang saya suka tengok harimau-lah.

A: Harimau?

B: Yes, the tiger, the animal of this country.

A: Eh, are there any animals from other countries, Mr. Buyong?

B: Yes, there are lions.

A: Lions?

B: Yes, African lions.

A: Oh, African lions.

B: And there is a camel.

A: Oh, in Malaya there are no lions, are there, Mr. Buyong?

B: No, certainly no lions.

A: Others, birds for instance . . .

B: There are snakes.

A: Oh.

B: The phythons are very big.

A: What about the birds, Mr. Buyong?

B: Ah, birds, of course there are. There are ostriches, white egrets, and even hornbills.

A: In short, there are birds of Malaya . . .

B: Ah yes, birds, monkeys, short-tailed and long-tailed monkeys.

A: Mm.

B: Ah, all those.

A: Is there any entrance fee?

B: Harimau, harimau binatang negeri kita 'ni.

A: Eh, ada binatang-binatang dari luar negeri, Che' Buyong?

B: Ada, singa ada.

A: Singa?

B: Singa, singa Afrika.

A: Oh, singa Afrika.

B: Dan unta ada.

A: Oh, di-Tanah Melayu 'tak 'da singa, Che' Buyong, ya?

B: 'Tak 'da, 'tak 'da, singa.

A: Lain-lain burong-burong umpama-nya . . .

B: Ular ada, ular.

A: Oh.

B: Ular sawa chukup besar.

A: Burong-burong umpama-nya, Che' Buyong?

B: Ah, burong ada, burong kasawari ada, burong bangau, burong . . . burong enggang pun ada.

A: Pendek-nya burong-burong di-Tanah Melayu-lah . . .

B: Ah, burong-burong, monyet, berok, kera.

A: Mm.

B: Ah, itu ada.

A: Jadi ada kena bayaran masok?

B: Fifty cents.

A: Oh, fifty cents.

B: Ah, that's not much, it's meant for the animal keepers.

A: Ah, if that is so . . . next week . . .

B: You should go.

A: I think I shall go.

B: Ah.

A: . . . and I shall bring my children too.

B: Ah, good. Children love to go to the zoo.

B: Kena lima puloh sen.

A: Oh, lima puloh sen.

B: Ah, itu bukan apa 'tu, untok belanja-belanja penjaga-penjaga-nya sikit-sikit.

A: Ah, kalau bagitu . . . minggu depan?

B: Awak patut melawat.

A: Saya rasa jugak 'nak melawat . . .

B: Ah.

A: . . . dan saya 'nak bawak anak-anak saya sa-kali.

B: Ah, bagus. Budak-budak suka melawat kebun binatang.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Awak darimana, Che' Buyong?

B: ● Saya datang dari Johor Baharu, Che' Mutalib.

A: ● Apa hal 'tu?

B: ● Amboi, seronok betul.

A: ● Ha?

B: ● Melawat kebun binatang.

A: ● Oh, kebun binatang ada di-Johor Baharu, ya?

B: ● Ada, ada, ada.

A: ● Siapa punya kebun binatang 'tu?

B: --- duli Yang Maha Mulia Sultan Johor-lah.
--- di-Johor Baharu 'tu, duli Yang Maha Mulia Sultan Johor-lah.
● Yang punya kebun binatang di-Johor Baharu 'tu, duli Yang Maha Mulia Sultan Johor-lah.

A: ● Oh, banyak binatang-binatang di-dalam kebun binatang 'tu, Che' Buyong?

B: --- binatang negeri kita 'ni.
--- Yang saya suka tengok harimau-lah, binatang negeri kita 'ni.
● Chukup-lah, jadi-lah. Yang saya suka tengok harimau-lah, binatang negeri kita 'ni.

A: ● Ada binatang-binatang dari luar negeri, Che' Buyong?

B: --- Dan unta ada.
● Ada, singa ada. Singa Afrika. Dan unta ada.

A: ● Di-Tanah Melayu 'tak 'da singa, Che' Buyong, ya?

B: ● 'Tak 'da, 'tak 'da, singa.

A: ● Lain-lain burong-burong umpama-nya . . .

B: ● Ular ada. Ular sawa chukup besar.

A: ● Burong-burong umpama-nya, Che' Buyong?

B: --- burong bangau, burong enggang pun ada.
● Burong ada, burong kasawari ada, burong bangau, burong enggang pun ada.

A: ● Pendek-nya burong-burong di-Tanah Melayu-lah . . .

B: ● Ah, burong-burong, monyet, berok, kera. Ah, itu ada.

A: ● Jadi ada kena bayaran masok?

B: --- untok belanja-belanja penjaga-penjaga-nya sikit-sikit.
--- Itu bukan apa 'tu, untok belanja-belanja penjaga-penjaga-nya sikit-sikit.
● Kena lima puloh sen. Itu bukan apa 'tu, untok belanja-belanja penjaga-penjaga-nya sikit-sikit.

A: ● Ah, kalau bagitu, minggu depan?

B: ● Awak patut melawat.

A: --- dan saya 'nak bawak anak-anak saya sa-kali.

● Saya rasa jugak 'nak melawat, dan saya 'nak bawak anak-anak saya sa-kali.

B: ● Ah, bagus. Budak-budak suka melawat kebun binatang.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Awak darimana, Che' Buyong?

B: * * *

A: Apa hal 'tu?

B: * * *

A: Ha?

B: * * *

A: Oh, kebun binatang ada di-Johor Baharu, ya?

B: * * *

A: Siapa punya kebun binatang 'tu?

B: * * *

A: Oh, banyak binatang-binatang di-dalam kebun binatang 'tu, Che' Buyong?

B: * * *

A: Ada binatang-binatang dari luar negeri, Che' Buyong?

B: * * *

A: Di-Tanah Melayu 'tak 'da singa, Che' Buyong, ya?

B: * * *

A: Lain-lain burong-burong umpama-nya . . .

B: * * *

A: Burong-burong umpama-nya, Che' Buyong?

B: * * *

A: Pendek-nya burong-burong di-Tanah Melayu-lah . . .

B: * * *

A: Jadi ada kena bayaran masok?

B: * * *

A: Ah, kalau bagitu, minggu depan?

B: * * *

A: Saya rasa jugak 'nak melawat, dan saya 'nak bawak anak-anak saya sa-kali.

A: * * *

B: Saya datang dari Johor Baharu, Che' Mutalib.

A: * * *

B: Amboi, seronok betul.

A: * * *

B: Melawat kebun binatang.

A: * * *

B: Ada, ada, ada.

A: * * *

B: Yang punya kebun binatang di-Johor Baharu 'tu, duli Yang Maha Mulia Sultan Johor-lah.

A: * * *

B: Chukup-lah, jadi-lah. Yang saya suka tengok harimau-lah, binatang negeri kita 'ni.

A: * * *

B: Ada, singa ada. Singa Afrika. Dan unta ada.

A: * * *

B: 'Tak 'da, 'tak 'da, singa.

A: * * *

B: Ular ada. Ular sawa chukup besar.

A: * * *

B: Burong ada, burong kasawari ada, burong bangau, burong enggang pun ada.

A: * * *

B: Ah, burong-burong, monyet, berok, kera. Ah, itu ada.

A: * * *

B: Kena lima puloh sen. Itu bukan apa 'tu, untok belanja-belanja penjaga-penjaga-nya sikit-sikit.

A: * * *

B: Awak patut melawat.

A: * * *

B: Ah, bagus. Budak-budak suka melawat kebun binatang.

1. I came from Johore Baharu, Mr. Mutalib.
2. I came from Ipoh, Mr. Mutalib.
3. I came from Alor Star, Mr. Mutalib.
4. I came from Kuala Lumpur, Mr. Mutalib.
5. I came from Malacca, Mr. Mutalib.
6. I came from Johore Baharu, Mr. Mutalib.

1. Are there many animals in the zoo?
2. Are there many birds in the zoo?
3. Are there many snakes in the zoo?
4. Are there many tigers in the zoo?
5. Are there many monkeys in the zoo?
6. Are there many animals in the zoo?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Saya datang dari Johor Baharu, Che' Mutalib.
2. Saya datang dari Ipoh, Che' Mutalib.
3. Saya datang dari Alor Star, Che' Mutalib.
4. Saya datang dari Kuala Lumpur, Che' Mutalib.
5. Saya datang dari Melaka, Che' Mutalib.
6. Saya datang dari Johor Baharu, Che' Mutalib.

Drill 2

1. Banyak binatang-binatang di-dalam kebun binatang 'tu?
2. Banyak burong-burong di-dalam kebun binatang 'tu?
3. Banyak ular di-dalam kebun binatang 'tu?
4. Banyak harimau di-dalam kebun binatang 'tu?
5. Banyak monyet-monyet di-dalam kebun binatang 'tu?
6. Banyak binatang-binatang di-dalam kebun binatang 'tu?

1. And I shall bring my children, too.
2. And I shall take my children, too.
3. And I shall teach my children, too.
4. And I shall feed my children, too.
5. And I shall follow my children, too.
6. And I shall bring my children, too.

Drill 3

1. Dan saya 'nak bawak anak-anak saya sa-kali.
2. Dan saya 'nak ambik anak-anak saya sa-kali.
3. Dan saya 'nak ajar anak-anak saya sa-kali.
4. Dan saya 'nak beri makan anak-anak saya sa-kali.
5. Dan saya 'nak mengikut anak-anak saya sa-kali.
6. Dan saya 'nak bawak anak-anak saya sa-kali.

THE MOSQUE

A: Oh, this is really a big mosque, Mr. Mutalib. What's its name?

B: This is called the Sultan Mosque, Mr. Buyong.

A: The Sultan Mosque.

B: Yes.

A: What's the name of the road in front of the mosque?

B: That's Bussorah Street.

A: Why is it called the Sultan Mosque?

B: Because it was built within the area once belonging to the Malay Sultan of Singapore.

A: Oh, is that so, Mr. Mutalib. Thank you. Uh, how many floors has it?

B: It has two floors, Mr. Buyong.

A: Yes. How many steeples has it?

B: There are four.

Lesson 13

MASJID

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Oh, ini masjid besar 'ni, Che' Mutalib. Masjid apa nama-nya 'ni?

B: Masjid ini nama-nya Masjid Sultan, Che' Buyong.

A: Masjid Sultan.

B: Ya.

A: Itu jalan yang di-depan masjid 'tu, jalan apa?

B: Jalan itu nama, Jalan Bussorah.

A: Apa sebab di-namakan Masjid Sultan?

B: Sebab-nya ia-lah, binaan masjid ini letak-nya di-dalam kawasan Sultan Melayu Singapura dulu-dulu 'ni.

A: Oh, bagitu, Che' Mutalib. Terima kaseh-lah. Eh, masjid ini berapa tingkat?

B: Masjid ini dua tingkat, Che' Buyong.

A: Ya. Menara-nya berapa buah 'tu?

B: Ada empat.

A: Four steeples.

B: Yes. Four.

A: What are they for?

B: Uh, the steeple is a place for the prayer-caller, Mr. Buyong.

A: What's the name of the Chief Priest of the Sultan Mosque, Mr. Mutalib?

B: The Chief Priest is Tuan Haji Ali.

A: At every prayer-period, are there people praying here?

B: There are people praying at every prayer-time, but the biggest crowd is on Fridays, Mr. Buyong.

A: Oh, Friday prayer.

B: Friday prayer.

A: At about what time?

B: At about 12:50, until 1:30.

A: On Friday?

B: On Friday.

A: Very good. Thank you.

A: Empat buah menara.

B: Ya. Empat buah.

A: Tempat apa?

B: Eh, menara 'tu tempat orang bang, Che' Buyong.

A: Siapa nama Imam Besar Masjid Sultan 'ni, Che' Mutalib?

B: Imam, ia-lah Tuan Haji Ali.

A: Tiap-tiap waktu ada orang sembahyang di-sini?

B: Tiap-tiap waktu ada, tapi, yang ramai hari Jumaat, Che' Buyong.

A: Oh, sembahyang Jumaat.

B: Sembahyang Jumaat.

A: Pukul berapa lebeh kurang?

B: Lebeh kurang pukul dua belas lima puloh, sampai-lah pukul satu sa-tengah.

A: Hari Jumaat?

B: Hari Jumaat.

A: Bagus. Terima kaseh.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: --- Masjid apa nama-nya 'ni?
● Oh, ini masjid besar 'ni, Che' Mutalib. Masjid apa nama-nya 'ni?

B: ● Masjid ini nama-nya Masjid Sultan, Che' Buyong.

A: --- jalan apa?
● Itu jalan yang di-depan masjid 'tu, jalan apa?

B: ● Jalan itu nama, Jalan Bussorah.

A: ● Apa sebab di-namakan Masjid Sultan?

B: --- di-dalam kawasan Sultan Melayu Singapura dulu-dulu 'ni.
--- binaan masjid ini letak-nya di-dalam kawasan Sultan Melayu Singapura dulu-dulu 'ni.
● Sebab-nya ia-lah, binaan masjid ini letak-nya di-dalam kawasan Sultan Melayu Singapura dulu-dulu 'ni.

A: --- Masjid ini berapa tingkat?
● Oh, bagitu, Che' Mutalib. Terima kaseh-lah. Masjid ini berapa tingkat?

B: ● Masjid ini dua tingkat, Che' Buyong.

A: ● Menara-nya berapa buah 'tu?

B: ● Ada empat.

A: ● Tempat apa?

B: ● Menara 'tu tempat orang bang, Che' Buyong.

A: ● Siapa nama Imam Besar Masjid Sultan 'ni, Che' Mutalib?

B: ● Imam, ia-lah Tuan Haji Ali.

A: --- ada orang sembahyang di-sini?
● Tiap-tiap waktu ada orang sembahyang di-sini?

B: --- tapi, yang ramai hari Jumaat, Che' Buyong.
● Tiap-tiap waktu ada, tapi, yang ramai hari Jumaat, Che' Buyong.

A: --- Pukul berapa lebeh kurang?
● Oh, sembahyang Jumaat. Pukul berapa lebeh kurang?

B: --- sampai-lah pukul satu sa-tengah.
● Lebeh kurang pukul dua belas lima puloh, sampai-lah pukul satu sa-tengah.

A: ● Hari Jumaat?

B: ● Hari Jumaat.

A: ● Bagus. Terima kaseh.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Oh, ini masjid besar'ni, Che' Mutalib. Masjid apa nama-nya 'ni?

B: * * *

A: Itu jalan yang di-depan masjid 'tu, jalan apa?

B: * * *

A: Apa sebab di-namakan Masjid Sultan?

B: * * *

A: Oh, bagitu, Che' Mutalib. Terima kaseh-lah. Masjid ini berapa tingkat?

B: * * *

A: Menara-nya berapa buah 'tu?

B: * * *

A: Tempat apa?

B: * * *

A: Siapa nama Imam Besar Masjid Sultan 'ni, Che' Mutalib.

B: * * *

A: Tiap-tiap waktu ada orang sembahyang di-sini?

B: * * *

A: Oh, sembahyang Jumaat. Pukul berapa lebeh kurang?

B: * * *

A: Hari Jumaat?

B: * * *

A: Bagus. Terima kaseh.

A: * * *

B: Masjid ini nama-nya Masjid Sultan, Che' Buyong.

A: * * *

B: Jalan itu nama, Jalan Bussorah.

A: * * *

B: Sebab-nya ia-lah, binaan masjid ini letak-nya di-dalam kawasan Sultan Melayu Singapura dulu-dulu 'ni.

A: * * *

B: Masjid ini dua tingkat, Che' Buyong.

A: * * *

B: Ada empat.

A: * * *

B: Menara 'tu tempat orang bang, Che' Buyong.

A: * * *

B: Imam, ia-lah Tuan Haji Ali.

A: * * *

B: Tiap-tiap waktu ada, tapi, yang ramai hari Jumaat, Che' Buyong.

A: * * *

B: Lebeh kurang pukul dua belas lima puloh, sampai-lah pukul satu sa-tengah.

A: * * *

B: Hari Jumaat.

A: * * *

1. Why is it called the Sultan Mosque?
2. Why is it called Petaling Jaya?
3. Why is it called the Batu Caves?
4. Why is it called the Tengku Abdul Rahman Hall?
5. Why is it called the Language and Literacy Agency?
6. Why is it called the Sultan Mosque?

1. What's the name of the road in front of the mosque?
2. What's the name of the road behind the mosque?
3. What's the name of the road beside the mosque?
4. What's the name of the road below the mosque?
5. What's the name of the road above the mosque?
6. What's the name of the road in front of the mosque?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Apa sebab di-namakan Masjid Sultan?
2. Apa sebab di-namakan Petaling Jaya?
3. Apa sebab di-namakan Batu Keb?
4. Apa sebab di-namakan Dewan Tengku Abdul Rahman?
5. Apa sebab di-namakan Dewan Bahasa dan Pustaka?
6. Apa sebab di-namakan Masjid Sultan?

Drill 2

1. Itu jalan yang di-depan masjid 'tu, jalan apa?
2. Itu jalan yang di-belakang masjid 'tu, jalan apa?
3. Itu jalan yang di-tepi masjid 'tu, jalan apa?
4. Itu jalan yang di-bawah masjid 'tu, jalan apa?
5. Itu jalan yang di-atas masjid 'tu, jalan apa?
6. Itu jalan yang di-depan masjid 'tu, jalan apa?

1. About twelve- fifty.
2. About six-forty-five.
3. About eight-fifteen.
4. About ten-twenty-eight.
5. About twelve-thirty-three.
6. About twelve-fifty.

Drill 3

1. Lebeh kurang pukul dua belas lima puloh.
2. Lebeh kurang pukul enam empat puloh lima.
3. Lebeh kurang pukul lapan lima belas.
4. Lebeh kurang pukul sa-puloh dua puloh lapan.
5. Lebeh kurang pukul dua belas tiga puloh tiga.
6. Lebeh kurang pukul dua belas lima puloh.

MALAY DRESS

A: Whose picture are you looking at, Mr. Buyong?

B: Ah, this is a picture I want to hang up in my house, Mr. Mutalib, a picture of Malaya's Yang Di-Pertuan Agong.

A: What dress is His Majesty wearing, Mr. Buyong?

B: Ah, this is the complete Malay dress, Mr. Mutalib.

A: Oh, what is his head-dress called?

B: The head-dress is called a tengkolok.

A: Tengkolok?

B: You are asking where it is made?

A: Yes.

B: Ah, this tengkolok is made in Kelantan.

A: Uh, and the coat?

B: The coat is a Malay baju with a sarong around the waist. The

Lesson 14

PAKAIAN MELAYU

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Gambar siapa yang awak tengok 'ni, Che' Buyong?

B: Ah, ini-lah gambar yang saya 'nak gantongkan di-rumah saya, Che' Mutalib, ia-itu gambar, Duli Yang Maha Mulia Seri Paduka Baginda Yang Di-Pertuan Agong Persekutuan Tanah Melayu.

A: Pakaian apa yang Baginda 'tu pakai, Che' Buyong?

B: Ah, ini-lah pakaian Melayu yang sa-lengkap-nya, Che' Mutalib.

A: Oh, pakaian yang di-kepala-nya 'tu, apa nama?

B: Di-kepala itu, itu-lah pakaian yang bernama teng-kolok.

A: Tengkolok?

B: Buatan di-mana Che' Mutalib tanyakan?

A: Ya.

B: Ah, ini buatan Kelantan tengkolok 'ni.

A: Eh, baju-nya dan?

B: Baju-nya baju Melayu pakai samping. Baju Melayu

baju has a high collar called a Telok Belanga.

A: Where . . . where is the baju made?

B: The Malay baju is made in Trengganu.

A: What's the name of the sarong, Mr. Buyong?

B: A gold-threaded sarong made in Trengganu, Mr. Mutalib.

A: Uh, the one I can see is a keris, isn't, Mr. Buyong?

B: Ah, that's a keris. It's a keris which, which is tucked at his waist.

A: At his waist?

B: That's a keris. And that is a samping sarong.

A: The outer one?

B: Ah.

A: Outside the trousers and the coat?

B: Ah, that's a samping sarong, and above it, is the cummerbund.

A: The Malay dress is really pretty, isn't it, Mr. Buyong?

B: The Malay dress is smart, Mr. Mutalib.

itu Telok Belanga chekak musang.

A: Di . . . di-mana pulak di-buat baju Melayu itu?

B: Baju Melayu itu di-buat di-Trengganu.

A: Apa nama kain, Che' Buyong?

B: Kain songkit buatan Trengganu, Che' Mutalib.

A: Eh, yang saya nampak itu keris, Che' Buyong, ya?

B: Ah, itu keris. Itu keris yang, yang tersisep di-pinggang-nya.

A: Di-pinggang-nya?

B: Itu keris. Dan itu kain samping.

A: Yang di-luar?

B: Ah.

A: Di-atas seluar dan baju?

B: Ah, itu kain samping, dan di-atas samping 'tu ada bengkong.

A: Chantek betul pakaian Melayu, Che' Buyong?

B: Kachak pakaian Melayu, Che' Mutalib.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Gambar siapa yang awak tengok 'ni, Che' Buyong?

B: --- Yang Di-Pertuan Agong Persekutuan Tanah Melayu.
--- ia-itu gambar, Duli Yang Maha Mulia Seri Paduka Baginda Yang Di-Pertuan Agong Persekutuan Tanah Melayu.
--- yang saya 'nak gantongkan di-rumah saya, Che' Mutalib, ia-itu gambar, Duli Yang Maha Mulia Seri Paduka Baginda Yang Di-Pertuan Agong Persekutuan Tanah Melayu.

● Ah, ini-lah gambar yang saya 'nak gantongkan di-rumah saya, Che' Mutalib, ia-itu gambar, Duli Yang Maha Mulia Seri Paduka Baginda Yang Di-Pertuan Agong Persekutuan Tanah Melayu.

A: ● Pakaian apa yang Baginda 'tu pakai, Che' Buyong?

B: ● Ah, ini-lah pakaian Melayu yang sa-lengkap-nya, Che' Mutalib.

A: ● Oh, pakaian yang di-kepala-nya 'tu, apa nama?

B: --- itu-lah pakaian yang bernama tengkolok.
● Di-kepala itu, itu-lah pakaian yang bernama tengkolok.

A: ● Tengkolok?

B: --- Ini buatan Kelantan tengkolok 'ni.
● Buatan di-mana Che' Mutalib tanyakan? Ini buatan Kelantan tengkolok 'ni.

A: ● Baju-nya dan?

B: --- Baju Melayu itu Telok Belanga chekak musang?
● Baju-nya baju Melayu pakai samping. Baju Melayu itu Telok Belanga chekak musang?

A: ● Di-mana pulak di-buat baju Melayu itu?

B: ● Baju Melayu itu di-buat di-Trengganu.

A: ● Apa nama kain, Che' Buyong?

B: ● Kain songkit buatan Trengganu, Che' Mutalib.

A: ● Yang saya nampak itu keris, Che' Buyong, ya?

B: --- Dan itu kain samping.
● Itu keris yang tersisep di-pinggang-nya. Dan itu kain samping.

A: ● Yang di-luar? Di-atas seluar dan baju.

B: --- dan di-atas samping 'tu ada bengkong.
● Ah, itu kain samping, dan di-atas samping 'tu ada bengkong.

A: ● Chantek betul pakaian Melayu, Che' Buyong?

B: ● Kachak pakaian Melayu, Che' Mutalib.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Gambar siapa yang awak tengok 'ni, Che' Buyong?

B: * * *

A: Pakaian apa yang Baginda 'tu pakai, Che' Buyong?

B: * * *

A: Oh, pakaian yang di-kepala-nya 'tu, apa nama?

B: * * *

A: Tengkolok?

B: * * *

A: Baju-nya dan?

B: * * *

A: Di-mana pulak di-buat baju Melayu itu?

B: * * *

A: Apa nama kain, Che' Buyong?

B: * * *

A: Yang saya nampak itu keris, Che' Buyong, ya?

B: * * *

A: Yang di-luar? Di-atas seluar dan baju.

B: * * *

A: Chantek betul pakaian Melayu, Che' Buyong?

B: * * *

A: * * *

B: Ah, ini-lah gambar yang saya 'nak gantongkan di-rumah saya, Che' Mutalib, ia-itu gambar, Duli Yang Maha Mulia Seri Paduka Baginda Yang Di-Pertuan Agong Persekutuan Tanah Melayu.

A: * * *

B: Ah, ini-lah pakaian Melayu yang sa-lengkap-nya, Che' Mutalib.

A: * * *

B: Di-kepala itu, itu-lah pakaian yang bernama teng-kolok.

A: * * *

B: Buatan di-mana Che' Mutalib tanyakan? Ini buatan Kelantan tengkolok 'ni.

A: * * *

B: Baju-nya baju Melayu pakai samping. Baju Melayu itu Telok Belanga chekak musang?

A: * * *

B: Baju Melayu itu di-buat di-Trengganu.

A: * * *

B: Kain songkit buatan Trengganu, Che' Mutalib.

A: * * *

B: Itu keris yang tersisep di-pinggang-nya. Dan itu kain samping.

A: * * *

B: Ah, itu kain samping, dan di-atas samping 'tu ada bengkong.

A: * * *

B: Kachak pakaian Melayu, Che' Mutalib.

1. Whose picture are you looking at?
2. Whose picture are you hanging?
3. Whose picture are you painting?
4. Whose picture are you carrying?
5. Whose picture are you cutting out?
6. Whose picture are you looking at?

1. You are asking where it is made Che' Mutalib?
2. You are asking when it is made Che' Mutalib?
3. You are asking of what it is made Che' Mutalib?
4. You are asking how it is made Che' Mutalib?
5. You are asking by whom it is made Che' Mutalib?
6. You are asking where it is made Che' Mutalib?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Gambar siapa yang awak tengok 'ni?
2. Gambar siapa yang awak gantong 'ni?
3. Gambar siapa yang awak lukis 'ni?
4. Gambar siapa yang awak bawa 'ni?
5. Gambar siapa yang awak potong 'ni?
6. Gambar siapa yang awak tengok 'ni?

Drill 2

1. Buatan di-mana Che' Mutalib tanyakan?
2. Buatan bila Che' Mutalib tanyakan?
3. Buatan apa Che' Mutalib tanyakan?
4. Buatan bagaimana Che' Mutalib tanyakan?
5. Buatan siapa Che' Mutalib tanyakan?
6. Buatan di-mana Che' Mutalib tanyakan?

1. The one I can see is a keris, isn't it?
2. The one you can see is a keris, isn't it?
3. The one we can see is a keris, isn't it?
4. The one they can see is a keris, isn't it?
5. The one he can see is a keris, isn't it?
6. The one I can see is a keris, isn't it?

Drill 3

1. Yang saya nampak itu keris, ya?
2. Yang awak nampak itu keris, ya?
3. Yang kita nampak itu keris, ya?
4. Yang mereka nampak itu keris, ya?
5. Yang dia nampak itu keris, ya?
6. Yang saya nampak itu keris, ya?

Lesson 15

TEST

Test on Unit 3

See instructions for this section in Lesson 5, page 69.

AN INTERMEDIATE-ADVANCED LEVEL

MALAY
REFRESHER COURSE

BOOK II

PART TWO

ED024956

with

Pre-recorded Tapes 16-30

AL 001 668

9

AN INTERMEDIATE - ADVANCED LEVEL

MALAY REFRESHER COURSE

BOOK II PART II

With

Pre-recorded Tapes 16–30

English Language Services, Inc.
919 Eighteenth Street, N.W.
Washington 6, D.C.

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All pre-recorded tapes of this course have been prepared for use on dual-track, language-instruction tape recorders, so that the student can record his voice on tape where required.

However, these instructional materials may also be used with single-track tape recorders or on unmodified dual-track tape recorders almost as effectively, in that the student can always repeat, if not actually record, where required.

PREFACE

Book II of an "Intermediate-Advanced Level Malay Refresher Course" consists of 30 lessons in the text material and 30 pre-recorded tapes of approximately 20 minutes in length to accompany the text. The 30 lessons and tapes are further divided into a total of 6 units containing 5 lessons and tapes per unit.

A typical unit of 5 lessons and tapes is made up of the following instructional materials:

I. Spontaneous Dialogues and Substitution Drills
II. Tests

The spontaneous dialogues and substitution drills are contained on the first 4 tapes and in the first 4 lessons of each unit. The tests for each unit appear on each 5th tape, with answers appearing at the end of the Book.

Organization of the Lesson and Tape

I. Spontaneous Dialogues and Substitution Drills

The 4 dialogues of each unit, each appearing on one full tape of approximately 20 minutes, are in 6 sections:

- Dialogue for Listening
- Dialogue for Memorization
- Dialogue for Fluency
- Dialogue for Listening (again)
- Dialogue for Participation
- Substitution Drills

● The Dialogue for Listening is a short, spontaneously created conversation between educated and imaginative speakers of Malay. No scripts whatsoever were used in recording the Dialogue for Listening section. It was originally and spontaneously created and recorded under minimum control conditions, to afford the student of Malay an opportunity to hear generous and authentic segments of spoken Malay.

Thus, from the moment the student hears the opening lines of the Dialogue for Listening, he is eavesdropping on a Malay conversation spoken naturally and effortlessly by native Malay speakers, with none of the usual artificialities to be found in previously written-out textbook dialogues. Read instructions for this and all other sections carefully in Lesson 1 of the text.

● The Dialogue for Memorization is a repetition of the Dialogue for Listening with certain pedagogical features to facilitate student memorization of the material. The longer utterances of the dialogue are divided into partials. The student will hear the native speaker repeat the partials, beginning at the end of the utterance and working cumulatively toward the beginning. The student repeats on tape all partials, building up to whole utterances.

● The Dialogue for Fluency is a further step in facilitating student memorization of the dialogue. The student now repeats on tape whole utterances after the native speaker, no longer building up to them by means of the partials.

● The Dialogue for Listening permits the student to hear the original, spontaneous dialogue once again. Having completely memorized the dialogue, this time he listens to improve his pronunciation and to hear the intonation of the native Malay speakers.

● The Dialogue for Participation is an informal check-up. The student himself can now gauge the degree of his control over the material, as he tests his ability to perform each of the two roles on tape from memory.

● The Substitution Drills give the student fluency in

controlling on tape the dialogue sentences with additional variations provided by the substitution elements. The student's goal in performing these drills is to be able to say the dialogue sentences with all substitution elements without hesitation and with acceptable pronunciation.

II. Tests

The final tape of each unit is a short check-up containing 2 translation drills, based on the 4 preceding dialogues of the unit. The student is asked to listen, and immediately to provide a suitable written English translation.

English equivalents are provided for all dialogues and drills throughout the text. These are not literal translations but are contextual equivalents.

The teaching techniques used on tape are the result of the application of modern linguistic theory to language learning. The dialogues and drills have been designed to give the student maximum utilization of the materials provided. The student participates in using the materials in various ways, until he gains active control over the forms presented.

Organization of the Course as a Whole

Book II with its accompanying tapes is the 2nd Book of a Malay course consisting of 4 Books and 140 pre-recorded tapes. The materials of Book II, like Book III, are considered to be intermediate-advanced.

Detailed descriptions of Books I, III, and IV will be found in the Prefaces to those three volumes.

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All pre-recorded tapes were prepared in the studios of Radio Singapore, through an arrangement with the Ministry of Culture.

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Unit 4

Lessons 16-20

ECLIPSE OF THE MOON

A: Say, Mr. Talib, look at that moon. It was all bright just before, and now it's dark on one side.

B: Ah, ha. Yes. Uh, it is partly covered by a cloud, Mr. Buyong.

A: No, this is an eclipse of the moon, an eclipse of the moon. Look at that. It's already dark, already dark.

B: Oh, no wonder.

A: Ah.

B: The Chinese are busy praying, for what, uh . . .

A: Beating canisters.

B: Ah, ha.

A: The Chinese believe that the moon is being swallowed by a snake.

B: Oh.

A: Ah.

B: And some Malays are calling for prayer.

Lesson 16

GERHANA BULAN

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Amboi, Che' Talib, bulan 'tu ha, tadi terang 'ni 'dah gelap 'dah sa-belah.

B: Ah, ha. Ya 'tak ya-lah. Eh, awan yang lindong sa-belah-nya, Che' Buyong.

A: Bukan, bulan gerhana 'ni, bulan gerhana. Chuba tengok ha, tengok 'dah gelap, 'dah gelap.

B: Oh, patut-lah.

A: Ah.

B: Sibok benar orang-orang China apa sembahyang, eh . . .

A: Pukul-pukul tin.

B: Ah, ha.

A: Itu mengikut keperchayaan orang China bulan 'tu di-telan ular.

B: Oh.

A: Ah.

B: Dan orang Melayu pun nampak ada yang bang.

A: Ah, they call for prayer. Yes? But according to the ideas of astronomy, what is the real cause of an eclipse of the moon, Mr. Mutalib?

B: Ah, the reason is this, Mr. Buyong.

A: Mm.

B: When the moon, the earth, and the sun are in a line . . .

A: The three of them.

B: The three of them. Then the eclipse takes place.

A: Ah. But the eclipse this year is not full.

B: Ah, yes.

A: Yes.

B: Last year.

A: Ah.

B: It was completely dark, Mr. . . .

A: Dark altogether, yes?

B: Mm.

A: Mm. . . . Uh, we have an eclipse of the moon and sun only?

B: Yes, yes.

A: No eclipse of a star?

B: Ah, no eclipse of a star because stars are very far away, Mr. Buyong.

A: Ah, 'dah bang 'dah kamat 'tu. Ya? Tapi yang, yang sa-benar-nya mengikut pengajaran ilmu bumi, apa sebab-nya jadi gerhana ini, Che' Mutalib?

B: Ah, sebab-nya 'gini, Che' Buyong.

A: Mm.

B: Bila bulan, bumi, dan matahari dudok sa-tentang . . .

A: Ketiga-tiga-nya.

B: Ketiga-tiga 'tu. Jadi-lah gerhana.

A: Ah. Tapi nampak-nya gerhana tahun 'ni 'tak bagitu habis.

B: Ah, ya.

A: Ya.

B: Tahun sudah.

A: Ah.

B: Habis gelap terus, Che' . . .

A: Gelap semua-nya, ya?

B: Mm.

A: Mm. . . . Eh, yang gerhana, bulan dengan mata-hari saja, ha?

B: Ya, ya.

A: Bintang tidak gerhana?

B: Ah, bintang tidak, sebab bintang 'tu dudok jauh, Che' Buyong.

A: Very far?

B: Yes, very far.

A: I see.

A: Terlampau jauh?

B: Terlampau jauh.

A: Ya.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: --- tadi terang 'ni 'dah gelap 'dah sa-belah.
- Amboi, Che' Talib, bulan 'tu ha, tadi terang 'ni 'dah gelap 'dah sa-belah.

B: --- Awan yang lindong sa-belah-nya, Che' Buyong.
- Ya 'tak ya-lah. Awan yang lindong sa-belah-nya, Che' Buyong.

A: --- Chuba tengok ha, tengok 'dah gelap.
- Bukan, bulan gerhana 'ni. Chuba tengok ha, tengok 'dah gelap.

B:
- Oh, patut-lah.
- Sibok benar orang-orang China sembahyang.

A: --- bulan 'tu di-telan ular.
--- Itu mengikut keperchayaan orang China bulan 'tu di-telan ular.
- Pukul-pukul tin. Itu mengikut keperchayaan orang China bulan 'tu di-telan ular.

B: ● Dan orang Melayu pun nampak ada yang bang.

A: ● Ah, 'dah bang 'dah kamat 'tu.
--- apa sebab-nya jadi gerhana ini, Che' Mutalib?
● Tapi yang sa-benar-nya mengikut pengajaran ilmu bumi, apa sebab-nya jadi gerhana ini, Che' Mutalib?

B: --- jadi-lah gerhana.
--- Bila bulan, bumi, dan matahari dudok sa-tentang, jadi-lah gerhana.
● Sebab-nya 'gini, Che' Buyong. Bila bulan, bumi, dan matahari dudok sa-tentang, jadi-lah gerhana.

A: ● Ketiga-tiga-nya.
--- 'tak bagitu habis.
● Tapi nampak-nya gerhana tahun 'ni 'tak bagitu habis.

B: ● Tahun sudah habis gelap terus.

A: ● Gelap semua-nya, ya?

B: ● Mm.

A: ● Yang gerhana, bulan dengan matahari saja, ha?

B: ● Ya, ya.

A: ● Bintang tidak gerhana?

B: --- sebab bintang 'tu dudok jauh, Che' Buyong.

● Bintang tidak, sebab bintang 'tu dudok jauh, Che' Buyong.

A: ● Ya.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Amboi, Che' Talib, bulan 'tu ha, tadi terang 'ni 'dah gelap 'dah sa-belah.

B: * * *

A: Bukan, bulan gerhana 'ni. Chuba tengok ha, tengok

'dah gelap.

B: * * *

A: Pukul-pukul tin. Itu mengikut keperchayaan orang China bulan 'tu di-telan ular.

B: * * *

A: Ah, 'dah bang 'dah kamat 'tu. Tapi yang sa-benar-nya mengikut pengajaran ilmu bumi, apa sebab-nya jadi gerhana ini, Che' Mutalib?

B: * * *

A: Ketiga-tiga-nya. Tapi nampak-nya gerhana tahun 'ni 'tak bagitu habis.

B: * * *

A: Gelap semua-nya, ya?

B: * * *

A: Yang gerhana, bulan dengan matahari saja, ha?

B: * * *

A: Bintang tidak gerhana?

B: * * *

A: Ya.

A: * * *

B: Ya 'tak ya-lah. Awan yang lindong sa-belah-nya, Che' Buyong.

A: * * *

B: Oh, patut-lah. Sibok benar orang-orang China sembahyang.

A: * * *

B: Dan orang Melayu pun nampak ada yang bang.

A: * * *

B: Sebab-nya 'gini, Che' Buyong. Bila bulan, bumi, dan matahari dudok sa-tentang, jadi-lah gerhana.

A: * * *

B: Tahun sudah habis gelap terus.

A: * * *

B: Mm.

A: * * *

B: Ya, ya.

A: * * *

B: Bintang tidak, sebab bintang 'tu dudok jauh, Che' Buyong.

A: * * *

1. It is partly covered by a cloud.
2. It is partly covered by a building.
3. It is partly covered by a house.
4. It is partly covered by a tree.
5. It is partly covered by a mountain.
6. It is partly covered by a cloud.

1. But the eclipse this year is not full.
2. But the eclipse last year was not full.
3. But the eclipse last week was not full.
4. But the eclipse last month was not full.
5. But the eclipse yesterday was not full.
6. But the eclipse this year is not full.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Awan yang lindong sa-belah-nya.
2. Bangunan yang lindong sa-belah-nya.
3. Rumah yang lindong sa-belah-nya.
4. Pokok yang lindong sa-belah-nya.
5. Gunong yang lindong sa-belah-nya.
6. Awan yang lindong sa-belah-nya.

Drill 2

1. Tapi nampak-nya gerhana tahun 'ni 'tak bagitu habis.
2. Tapi nampak-nya gerhana tahun sudah 'tak bagitu habis.
3. Tapi nampak-nya gerhana minggu sudah 'tak bagitu habis.
4. Tapi nampak-nya gerhana bulan sudah 'tak bagitu habis.
5. Tapi nampak-nya gerhana sa-malam 'tak bagitu habis.
6. Tapi nampak-nya gerhana tahun 'ni 'tak bagitu habis.

1. The Chinese are busy praying.
2. The Chinese are busy trading.
3. The Chinese are busy studying.
4. The Chinese are busy dancing.
5. The Chinese are busy buying.
6. The Chinese are busy praying.

Drill 3

1. Sibok benar orang-orang China sembahyang.
2. Sibok benar orang-orang China berniaga.
3. Sibok benar orang-orang China belajar.
4. Sibok benar orang-orang China menari.
5. Sibok benar orang-orang China membeli.
6. Sibok benar orang-orang China sembahyang.

TAXI

A: Taxi. Taxi, here.

B: Yes, sir.

A: Uh . . . I want to go to Geylang. What's the fare?

B: Uh, do you want to go by meter, or not?

A: Oh, not by meter. It's only a short distance.

B: Not by meter . . . one dollar, sir.

A: Oh, too much, driver. Can't you make it less?

B: Uh, impossible, sir. From here to Geylang is six miles.

A: Uh, six miles. That's not very far. Eighty cents is good. Is eighty cents enough?

B: Uh . . . No, sir. I lose.

A: How can you lose? You can't lose. It's not far, just nearby.

B: Six miles, sir. If you count by meter, twenty cents a mile.

Lesson 17

TEKSI

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Teksi. Teksi, mari sini.

B: Ya, enche'.

A: Eh . . . Saya mahu pergi Geylang. Berapa tambang?

B: Eh, enche' mahu pakai meter, atau 'tak mahu pakai meter?

A: Ah, 'tak usah pakai meter-lah. Dekat saja.

B: 'Tak usah pakai meter, satu ringgit-lah, enche'.

A: Oh, mahal sangat itu, derebar. 'Tak boleh kurang lagi?

B: Eh, 'tak boleh kurang, enche'. Dari sini sampai Geylang, enam batu.

A: Eh, enam batu. Berapa sangat. Baik-lah lapan puloh sen — lapan puloh sen-lah, sudah?

B: Eh . . . 'Tak boleh, rugi-lah saya, enche'.

A: Mana boleh rugi? 'Tak boleh rugi. Bukan jauh dekat saja.

B: Enam batu, enche'. Kalau pakai meter pun satu

A: Oh, all right. I, I'll give you ten cents more. Ninety cents is enough.

B: Mm. All right, sir. Get in, sir.

A: Ah, but I want you . . . to go slow, understand? Not, uh, uh, too fast. All right?

B: Uh, yes, sir. Where, where do you want to go, sir?

A: There, opposite the bus station will be fine. Yes?

B: At Geylang Serai bus station?

A: Uh, quick, quick, quick, quick.

B: Yes, yes, sir.

A: Quick, now. Uh, I don't want to be late.

B: Right, right.

batu dua puloh sen.

A: Ah, baik-lah. Saya, saya beri sa-puloh sen lagi lebeh. Sembilan puloh sen, sudah.

B: Mm. Baik-lah, enche'. Naik-lah, enche'.

A: Ah, tapi, saya mahu . . . pelahan-pelahan, tau? Jangan, eh, eh, laju sangat. Ya?

B: Eh, baik, enche'. Mahu berhenti di, di-tempat mana, enche'?

A: Itu, tentang, tempat perhentian bas, ya?

B: Tempat perhentian bas, di-Geylang Serai?

A: Eh, lekas, lekas, lekas, lekas.

B: Baik, baik, enche'.

A: Lekas sekarang. Eh, 'tak mahu lambat-lambat.

B: Baik, baik.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 5.

A: ● Teksi. Teksi, mari sini.

B: ● Ya, enche'.

A: --- Berapa tambang?

● Saya mahu pergi Geylang. Berapa tambang?

B: --- atau 'tak mahu pakai meter?
● Enche' mahu pakai meter, atau 'tak mahu pakai meter?

A: ● 'Tak usah pakai meter-lah. Dekat saja.

B: ● 'Tak usah pakai meter, satu ringgit-lah, enche'.

A: --- 'Tak boleh kurang lagi?
● Oh, mahal sangat itu derebar. 'Tak boleh kurang lagi?

B: --- Dari sini sampai Geylang, enam batu.
● 'Tak boleh kurang, enche'. Dari sini sampai Geylang, enam batu.

A: --- lapan puloh sen-lah, sudah?
● Berapa sangat. Baik-lah lapan puloh sen — lapan puloh sen-lah, sudah?

B: ● 'Tak boleh rugi-lah saya, enche'.

A: --- Bukan jauh dekat saja.
● Mana boleh rugi? 'Tak boleh rugi. Bukan jauh dekat saja.

B: --- Kalau pakai meter pun satu batu dua puloh sen.
● Enam batu, enche'. Kalau pakai meter pun satu batu dua puloh sen.

A: --- Sembilan puloh sen, sudah.
● Ah, baik-lah. Saya beri sa-puloh sen lagi lebeh. Sembilan puloh sen, sudah.

B: ● Baik-lah, enche'. Naik-lah, enche'.

A: --- Jangan laju sangat. Ya?
● Tapi saya mahu pelahan-pelahan, tau? Jangan laju sangat. Ya?

B: ● Baik, enche'. Mahu berhenti di-tempat mana, enche'.

A: ● Itu, tentang tempat perhentian bas, ya?

B: ● Tempat perhentian bas, di-Geylang Serai?

A: ● Lekas, lekas, lekas, lekas.

B: ● Baik, baik, enche'.

A: ● Lekas sekarang. 'Tak mahu lambat-lambat.

B: ● Baik, baik.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 7.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 8

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 8.

A: Teksi. Teksi, mari sini.

B: * * *

A: Saya mahu pergi Geylang. Berapa tambang?

B: * * *

A: 'Tak usah pakai meter-lah. Dekat saja.

B: * * *

A: Oh, mahal sangat itu derebar. 'Tak boleh kurang lagi?

B: * * *

A: Berapa sangat. Baik-lah lapan puloh sen — lapan

puloh sen-lah, sudah?

B: * * *

A: Mana boleh rugi? 'Tak boleh rugi. Bukan jauh dekat saja.

B: * * *

A: Ah, baik-lah. Saya beri sa-puloh sen lagi lebeh. Sembilan puloh sen, sudah.

B: * * *

A: Tapi saya mahu pelahan-pelahan, tau? Jangan laju sangat. Ya?

B: * * *

A: Itu, tentang tempat perhentian bas, ya?

B: * * *

A: Lekas, lekas, lekas, lekas.

B: * * *

A: Lekas sekarang. 'Tak mahu lambat-lambat.

B: * * *

A: * * *

B: Ya, enche'.

A: * * *

B: Enche' mahu pakai meter, atau 'tak mahu pakai

meter?

A: * * *

B: 'Tak usah pakai meter, satu ringgit-lah, enche'.

A: * * *

B: 'Tak boleh kurang, enche'. Dari sini sampai Geylang, enam batu.

A: * * *

B: 'Tak boleh rugi-lah saya, enche'.

A: * * *

B: Enam batu, enche'. Kalau pakai meter pun satu batu dua puloh sen.

A: * * *

B: Baik-lah, enche'. Naik-lah, enche'.

A: * * *

B: Baik, enche'. Mahu berhenti di-tempat mana, enche'?

A: * * *

B: Tempat perhentian bas, di-Geylang Serai?

A: * * *

B: Baik, baik, enche'.

A: * * *

B: Baik, baik.

1. You want to go to Geylang Serai?
2. You want to go to the post office?
2. You want to go to the police station?
4. You want to go to city hall?
5. You want to go to the secondary school?
6. You want to go to Geylang Serai?

1. But I want you to go slowly, understand?
2. But I want you to get it ready tomorrow, understand?
3. But I want you to go quickly, understand?
4. But I want you to go to his house, understand?
5. But I want you to return home, understand?
6. But I want you to go slowly, understand?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 11.

Drill 1

1. Awak mahu pergi ka-Geylang Serai?
2. Awak mahu pergi ka-Pejabat Pos?
3. Awak mahu pergi ka-Balai Polis?
4. Awak mahu pergi ka-Bangunan Bandar Raya?
5. Awak mahu pergi ka-Sekolah Menengah?
6. Awak mahu pergi ka-Geylang Serai?

Drill 2

1. Tapi saya mahu pelahan-pelahan, tau?
2. Tapi saya mahu siapkan besok, tau?
3. Tapi saya mahu lekas-lekas, tau?
4. Tapi saya mahu pergi ka-rumah-nya, tau?
5. Tapi saya mahu balek rumah, tau?
6. Tapi saya mahu pelahan-pelahan, tau?

1. I don't want to go slowly.
2. I don't want to go fast.
3. I don't want to be frightened.
4. I don't want to be looked down upon.
5. I don't want to be present.
6. I don't want to go slowly.

Drill 3

1. Saya 'tak mahu lambat-lambat.
2. Saya 'tak mahu lekas-lekas.
3. Saya 'tak mahu di-takutkan.
4. Saya 'tak mahu di-hinakan.
5. Saya 'tak mahu hadhir.
6. Saya 'tak mahu lambat-lambat.

A VILLAGE

A: Uh, Mr. Mutalib . . .

B: Yes?

A: . . . where is your village?

B: My village is at Bayan Lepas, Mr. Buyong.

A: Oh, where is Bayan Lepas?

B: Bayan Lepas is in Penang.

A: Ah, the village. Uh, uh, what about your houses there? Are they the same as Malay houses at other places?

B: Mm, just the same, Mr. Buyong, the houses and the village.

A: They're plank houses, aren't they?

B: Plank houses . . .

A: The roof?

B: Uh, zinc roof . . .

A: And you have verandahs.

Lesson 18

KAMPONG

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Eh, Che' Mutalib . . .

B: Ya?

A: . . . kampong awak di-mana?

B: Kampong saya di-Bayan Lepas, Che' Buyong.

A: Oh, di-Bayan Lepas 'tu di-mana?

B: Bayan Lepas 'tu di-Pulau Pinang.

A: Ah, kampong. Eh, eh, bagaimana keadaan rumah awak di-sana? Sa-rupa jugak dengan rumah-rumah orang Melayu di-tempat-tempat lain?

B: Mm, memang sa-rupa-lah, Che' Buyong, keadaan rumah, keadaan kampong.

A: Rumah papan, 'kan?

B: Rumah papan . . .

A: Atap?

B: Eh, atap zing . . .

A: Ada serambi.

B: There are verandahs, pillars, windows . . .

A: Do you have a main house?

B: Yes, like ordinary Malay houses.

A: You have a kitchen platform, do you?

B: Yes.

A: Yes. Do you raise poultry?

B: Oh, yes. Since we are villagers . . .

A: Ah.

B: . . . many raise poultry.

A: Then the area of your house compound, how big is it, more or less?

B: Not very big, but big enough for children to play about, and for me to plant a few trees.

A: Oh, then there are trees in your compound.

B: There are trees . . .

A: What trees do you plant?

B: Durian trees, rambutan trees, just like other villagers . . .

A: Banana and papaya trees as well?

B: There are also tapioca trees.

A: Ah, good. How far is it from Penang town?

B: Ada serambi, ada bertiang, tingkap . . .

A: Ada rumah tengah?

B: Ya, macham rumah orang Melayu biasa.

A: Ada pelantar, ya?

B: Ya.

A: Ya. Ada pelihara ayam, ayam itek?

B: Ah, ada. Itu ma'alum-lah kita orang kampong . . .

A: Ah.

B: . . . banyak piara ayam itek.

A: Jadi kawasan rumah kampong awak 'tu, berapa besar lebeh kurang?

B: Kawasan-nya 'tu, 'tak berapa besar, tapi boleh-lah untok budak-budak bermain, dan untok saya tanam pokok-pokok sikit.

A: Oh, jadi dalam kawasan 'tu ada pokok-pokok.

B: Ada-lah pokok . . .

A: Pokok-pokok apa-lah yang ada tanam 'tu?

B: Pokok durian, pokok rambutan, macham biasa orang kampong banyak menanam pokok-pokok . . .

A: Pokok-pokok pisang, pokok betik, ya?

B: Pokok ubi kayu pun ada.

A: Ah, bagus. Berapa jauh daripada bandar Pulau Pinang?

B: About nine miles, Mr. Buyong.

A: Ah, thank you, Mr. Mutalib.

B: Lebeh kurang sembilan batu, Che' Buyong.

A: Ah, terima kaseh, Che' Mutalib.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Che' Mutalib, kampong awak di-mana?

B: ● Kampong saya di-Bayan Lepas, Che' Buyong.

A: ● Oh, di-Bayan Lepas 'tu di-mana?

B: ● Bayan Lepas 'tu di-Pulau Pinang.

A: --- di-tempat-tempat lain?
--- Sa-rupa jugak dengan rumah-rumah orang Melayu di-tempat-tempat lain?
● Bagaimana keadaan rumah awak di-sana? Sa-rupa jugak dengan rumah-rumah orang Melayu di-tempat-tempat lain?

B: --- keadaan rumah, keadaan kampong.
● Memang sa-rupa-lah, Che' Buyong, keadaan rumah, keadaan kampong.

A: ● Rumah papan, 'kan?

B: ● Rumah papan.

A: ● Atap?

B: ● Atap zing.

A: ● Ada serambi.

B: ● Ada serambi, ada bertiang, tingkap . . .

A: ● Ada pelantar, ya?

B: ● Ya.

A: ● Ada pelihara ayam, ayam itek?

B: --- banyak piara ayam itek.
● Ah, ada. Itu ma'alum-lah kita orang kampong, banyak piara ayam itek.

A: --- berapa besar lebeh kurang?
● Jadi kawasan rumah kampong awak 'tu, berapa besar lebeh kurang?

B: --- dan untok saya tanam pokok-pokok sikit.
--- tapi boleh-lah untok budak-budak bermain, dan untok saya tanam pokok-pokok sikit.
● Kawasan-nya 'tu, 'tak berapa besar, tapi boleh-lah untok budak-budak bermain, dan untok saya tanam pokok-pokok sikit.

A: --- Pokok-pokok apa-lah yang ada tanam 'tu?

● Oh, jadi dalam kawasan 'tu ada pokok-pokok. Pokok-pokok apa-lah yang ada tanam 'tu?

B: --- macham biasa orang kampong banyak menanam pokok-pokok . . .

● Pokok durian, pokok rambutan, macham biasa orang kampong banyak menanam pokok-pokok . . .

A: ● Pokok-pokok pisang, pokok betik, ya?

B: ● Pokok ubi kayu pun ada.

A: ● Ah, bagus. Berapa jauh daripada bandar Pulau Pinang?

B: ● Lebeh kurang sembilan batu, Che' Buyong.

A: ● Ah, terima kaseh, Che' Mutalib.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Che' Mutalib, kampong awak di-mana?

B: * * *

A: Oh, di-Bayan Lepas 'tu di-mana?

B: * * *

A: Bagaimana keadaan rumah awak di-sana? Sa-rupa jugak dengan rumah-rumah orang Melayu di-tempat-tempat lain?

B: * * *

A: Rumah papan, 'kan?

B: * * *

A: Atap?

B: * * *

A: Ada serambi.

B: * * *

A: Ada pelantar, ya?

B: * * *

A: Ada pelihara ayam, ayam itek?

B: * * *

A: Jadi kawasan rumah kampong awak 'tu, berapa besar lebeh kurang?

B: * * *

A: Oh, jadi dalam kawasan 'tu ada pokok-pokok. Pokok-pokok apa-lah yang ada tanam 'tu?

B: * * *

A: Pokok-pokok pisang, pokok betik, ya?

B: * * *

A: Ah, bagus. Berapa jauh daripada bandar Pulau Pinang?

B: * * *

A: Ah, terima kaseh, Che' Mutalib.

A: * * *

B: Kampong saya di-Bayan Lepas, Che' Buyong.

A: * * *

B: Bayan Lepas 'tu di-Pulau Pinang.

A: * * *

B: Memang sa-rupa-lah, Che' Buyong, keadaan rumah,

keadaan kampong.

A: * * *

B: Rumah papan.

A: * * *

B: Atap zing.

A: * * *

B: Ada serambi, ada bertiang, tingkap . . .

A: * * *

B: Ya.

A: * * *

B: Ah, ada. Itu ma'alum-lah kita orang kampong, banyak piara ayam itek.

A: * * *

B: Kawasan-nya 'tu, 'tak berapa besar, tapi boleh-lah untok budak-budak bermain, dan untok saya tanam pokok-pokok sikit.

A: * * *

B: Pokok durian, pokok rambutan, macham biasa orang kampong banyak menanam pokok-pokok . . .

A: * * *

B: Pokok ubi kayu pun ada.

A: * * *

B: Lebeh kurang sembilan batu, Che' Buyong.

A: * * *

1. Yes, like an ordinary Malay house.
2. Yes, like an ordinary Malay compound.
3. Yes, like an ordinary Malay family.
4. Yes, like an ordinary Malay farm.
5. Yes, like an ordinary Malay boat.
6. Yes, like an ordinary Malay house

1. Then there are trees in your compound.
2. Then there is grass in your compound.
3. Then there are flowers in your compound.
4. Then there are rocks in your compound.
5. Then there are fowls in your compound.
6. Then there are trees in your compound.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Ya, macham rumah orang Melayu biasa.
2. Ya, macham kawasan orang Melayu biasa.
3. Ya, macham keluarga orang Melayu biasa.
4. Ya, macham ladang orang Melayu biasa.
5. Ya, macham perahu orang Melayu biasa.
6. Ya, macham rumah orang Melayu biasa.

Drill 2

1. Jadi dalam kawasan 'tu ada pokok-pokok.
2. Jadi dalam kawasan 'tu ada rumput.
3. Jadi dalam kawasan 'tu ada bunga-bunga.
4. Jadi dalam kawasan 'tu ada batu-batu.
5. Jadi dalam kawasan 'tu ada ayam itek.
6. Jadi dalam kawasan 'tu ada pokok-pokok.

1. About nine miles.
2. About three miles.
3. About eight miles.
4. About four miles
5. About seven miles.
6. About nine miles.

Drill 3

1. Ada lebeh kurang sembilan batu.
2. Ada lebeh kurang tiga batu.
3. Ada lebeh kurang lapan batu.
4. Ada lebeh kurang empat batu.
5. Ada lebeh kurang tujoh batu.
6. Ada lebeh kurang sembilan batu.

A MORNING VISIT

A: Good morning, Mr. Mutalib.

B: Good morning, Mr. Buyong. Uh . . . Have a seat.

A: Ah. . . . Thank you, thank you.

B: How are you now, Mr. Buyong?

A: I'm fine, Mr. Mutalib. How are you ?

B: Ha, ha. I'm fine.

A: Ah.

B: Mm . . . What would you like to drink this morning?

A: Ah, this early in the morning I like tea.

B: Oh, you like tea.

A: Mm.

B: In the early morning I like coffee.

A: Ah, good. Then let's drink together.

Lesson 19

LAWATAN PAGI

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Selamat pagi, Che' Mutalib.

B: Selamat pagi, Che' Buyong. Eh . . . Jemput-lah dudok.

A: Ah. . . . Terima kaseh, terima kaseh.

B: Apa khabar awak sekarang, Che' Buyong?

A: Sekarang khabar baik, Che' Mutalib. Awak apa khabar pulak?

B: Ha, ha. Khabar baik.

A: Ah.

B: Mm . . . Awak 'nak minum apa pagi ini?

A: Ah, saya pagi-pagi macham ini, saya suka minum teh.

B: Oh, suka minum teh.

A: Mm.

B: Saya pula pagi-pagi suka minum kopi.

A: Eh, bagus. Mari kita minum sama-sama.

B: Ah . . . Just a minute?

A: Oh, of course.

B: Let me . . . get it ready. . . . Ah, here you are.

A: Ah.

B: Tea.

A: Thank you, thank you. . . . Say, really delicious tea, Mr. Mutalib.

B: Ha, ha. . . . Uh, help yourself to some of those cigarettes, Mr. Buyong.

A: Cigarettes?

B: Yes.

A: These cigarettes, excuse me, Mr. Mutalib.

B: Ah.

A: Excuse me.

B: Why?

A: Because I don't smoke.

B: Uh, you don't smoke? You smoked before, didn't you, Mr. Buyong?

A: Before, before, that's right, I used to smoke, but I don't any more.

B: Oh, now you've stopped.

A: I've stopped, I've stopped.

B: Ah, in that case . . . very good, Mr. Buyong.

B: Ah . . . Tunggu-lah sa-kejap, ya?

A: Ah, baik.

B: Nanti saya . . . sediakan. . . . Eh, jemput-lah.

A: Ah.

B: Teh.

A: Terima kaseh, terima kaseh. . . . Hai, sedap teh awak 'ni, Che' Mutalib.

B: Ha, ha. . . . Eh, jemput-lah, rokok itu ada, Che' Buyong.

A: Rokok?

B: Ya.

A: Rokok ini, saya minta ma'af-lah, Che' Mutalib.

B: Ah.

A: Minta ma'af.

B: Fasal apa?

A: Sebab saya 'tak merokok-lah.

B: Eh, awak 'tak merokok? 'Kan dulu awak merokok, Che' Buyong.

A: Dulu, dulu betul, dulu saya merokok, tapi sekarang saya 'tak merokok lagi-lah.

B: Oh, sekarang ini 'dah berhenti?

A: 'Dah berhenti, 'dah berhenti.

B: Ah, kalau bagitu . . . bagus-lah, Che' Buyong.

A: Ha, ha.

B: I . . . If possible I'd stop, too.

A: Of course, it's better if we don't smoke.

B: Ha, ha.

A: Ha, ha.

B: Saya pun . . . kalau dapat saya 'nak rentikan juga.

A: Memang bagus kita 'tak usah merokok.

B: Ha, ha.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Selamat pagi, Che' Mutalib?

B: --- Jemput-lah dudok.
● Selamat pagi, Che' Buyong. Jemput-lah dudok.

A: ● Terima kaseh, terima kaseh.

B: ● Apa khabar awak sekarang, Che' Buyong?

A: --- Awak apa khabar pulak?
● Sekarang khabar baik, Che' Mutalib. Awak apa khabar pulak?

B: --- Awak 'nak minum apa pagi ini?
● Khabar baik. Awak 'nak minum apa pagi ini?

A: --- saya suka minum teh.

● Saya pagi-pagi macham ini, saya suka minum teh.

B: --- Saya pula pagi-pagi suka minum kopi.
● Oh, suka minum teh. Saya pula pagi-pagi suka minum kopi.

A: ● Bagus. Mari kita minum sama-sama.

B: ● Tunggu-lah sa-kejap, ya?

A: ● Ah, baik.

B: --- Jemput-lah. . . . Teh.
● Nanti saya sediakan. . . . Jemput-lah. . . . Teh.

A: --- Hai, sedap teh awak 'ni, Che' Mutalib.
● Terima kaseh, terima kaseh. . . . Hai, sedap teh awak 'ni, Che' Mutalib.

B: ● Jemput-lah, rokok itu ada, Che' Buyong.

A: --- Sebab saya 'tak merokok-lah.
● Rokok ini, saya minta ma'af-lah, Che' Mutalib. Sebab saya 'tak merokok-lah.

B: --- 'Kan dulu awak merokok, Che' Buyong?
● Awak 'tak merokok? 'Kan dulu awak merokok, Che' Buyong?

A: --- tapi sekarang saya 'tak merokok lagi-lah.

● Dulu betul, dulu saya merokok, tapi sekarang saya 'tak merokok lagi-lah.

B: ● Oh, sekarang ini 'dah berhenti!

A: ● 'Dah berhenti, 'dah berhenti.

B: --- Saya pun, kalau dapat saya 'nak rentikan juga.

● Kalau bagitu, bagus-lah, Che' Buyong. Saya pun, kalau dapat saya 'nak rentikan juga.

A: ● Memang bagus kita 'tak usah merokok.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Selamat pagi, Che' Mutalib?

B: * * *

A: Terima kaseh, terima kaseh.

B: * * *

A: Sekarang khabar baik, Che' Mutalib. Awak apa khabar pulak?

B: * * *

A: Saya pagi-pagi macham ini, saya suka minum teh.

B: * * *

A: Bagus. Mari kita minum sama-sama.

B: * * *

A: Ah, baik.

B: * * *

A: Terima kaseh, terima kaseh. . . . Hai, sedap teh awak 'ni, Che' Mutalib.

B: * * *

A: Rokok ini, saya minta ma'af-lah, Che' Mutalib. Sebab saya 'tak merokok-lah.

B: * * *

A: Dulu betul, dulu saya merokok, tapi sekarang saya

'tak merokok lagi-lah.

B: * * *

A: 'Dah berhenti, 'dah berhenti.

B: * * *

A: Memang bagus kita 'tak usah merokok.

A: * * *

B: Selamat pagi, Che' Buyong. Jemput-lah dudok.

A: * * *

B: Apa khabar awak sekarang, Che' Buyong?

A: * * *

B: Khabar baik. Awak 'nak minum apa pagi ini?

A: * * *

B: Oh, suka minum teh. Saya pula pagi-pagi suka minum kopi.

A: * * *

B: Tunggu-lah sa-kejap, ya?

A: * * *

B: Nanti saya sediakan. . . . Jemput-lah. . . . Teh.

A: * * *

B: Jemput-lah, rokok itu ada, Che' Buyong.

1. But I don't smoke any more.
2. But I don't play tennis any more.
3. But I don't write any more.
4. But I don't go to the movies any more.
5. But I don't visit Fatima any more.
6. But I don't smoke any more.

A: * * *

B: Awak 'tak merokok? 'Kan dulu awak merokok, Che' Buyong?

A: * * *

B: Oh, sekarang ini 'dah berhenti!

A: * * *

B: Kalau bagitu, bagus-lah, Che' Buyong. Saya pun, kalau dapat saya 'nak rentikan juga.

A: * * *

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Tapi sekarang saya 'tak merokok lagi-lah.
2. Tapi sekarang saya 'tak bermain tanis lagi-lah.
3. Tapi sekarang saya 'tak menulis lagi-lah.
4. Tapi sekarang saya 'tak ka-panggong wayang lagi-lah.
5. Tapi sekarang saya 'tak melawat Fatimah lagi-lah.
6. Tapi sekarang saya 'tak merokok lagi-lah.

1. What would you like to drink this morning?
2. What would you like to eat this morning?
3. What would you like to buy this morning?
4. What would you like to sell this morning?
5. What would you like to read this morning?
6. What would you like to drink this morning?

1. If possible I'd stop it too.
2. If possible I'd buy it too.
3. If possible I'd give it too.
4. If possible I'd go too.
5. If possible I'd see it too.
6. If possible I'd stop it too.

Drill 2

1. Awak 'nak minum apa pagi ini?
2. Awak 'nak makan apa pagi ini?
3. Awak 'nak beli apa pagi ini?
4. Awak 'nak jual apa pagi ini?
5. Awak 'nak bacha apa pagi ini?
6. Awak 'nak minum apa pagi ini?

Drill 3

1. Kalau dapat saya 'nak rentikan juga.
2. Kalau dapat saya 'nak belikan juga.
3. Kalau dapat saya 'nak berikan juga.
4. Kalau dapat saya 'nak pergi juga.
5. Kalau dapat saya 'nak tengok juga.
6. Kalau dapat saya 'nak rentikan juga.

Lesson 20

TEST

Test on Unit 4

See instructions for this section in Lesson 5, page 69.

Unit 5

Lessons 21-25

SHOPPING

A: Where have you been, Miss Asiah?

B: I've been to Geylang market.

C: Well, what did you buy? Your basket seems full of things.

B: Uh . . . There are many kinds of things in it.

A: What kinds of things, Miss Asiah?

B: Oh, food, clothing.

C: What kind of cloth is this, this one you bought?

B: That one, that one is batek.

C: This one?

B: This is a pelekat sarong. That is a veil.

A: Uh, the food you have, what kind of food is there, Miss Asiah?

B: Ah, you want to know about the food, yes?

A: What is it?

Lesson 21

MEMBELI-BELAH

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Dari mana awak Che' Asiah 'ni?

B: Saya dari pasar Geylang.

C: Ai, apa beli 'ni? Nampak-nya bakul Che' Asiah 'ni penoh isi-nya.

B: Eh . . . Macham-macham ada dalam-nya 'tu.

A: Apa yang macham-macham itu, Che' Asiah?

B: Ah, makanan ada, pakaian ada.

C: Pakaian ini apa 'ni, yang beli ini?

B: Yang itu, yang itu kain batek.

C: Yang ini?

B: Yang ini kain pelekat. Itu selandang ada juga.

A: Eh, yang makanan pulak ada 'tu, makanan apa agak-nya, Che' Asiah?

B: Ah, makanan itu-lah mahu tahu, ya?

A: Apa dia?

B: Rambutan fruit.

C: Oh. Is it rambutan season now?

B: Yes. Do you want to taste one, Mr. Mutalib?

A: I . . .

B: It's sweet, you know.

A: Yes, I'd love to taste the rambutan.

B: This is Penang rambutan.

C: Is it crisp?

B: Yes, crisp and sweet.

C: Well, I'd love to taste one, too.

B: Ah, go ahead.

A: Penang rambutan is certainly well-known, Mr. Buyong.

C: Yes. Well-known.

B: Buah rambutan.

C: Oh. Musim rambutan sekarang?

B: Ya. Che' Mutalib, 'nak rasa sa-biji?

A: Saya . . .

B: Manis tahu.

A: Ya, saya suka rasa benar rambutan 'tu.

B: Rambutan ini, rambutan Pulau Pinang.

C: Lekang-kah rambutan 'tu?

B: Ya, lekang dan manis.

C: Ai, saya pun 'nak rasa jugak.

B: Ah, chuba-lah.

A: Rambutan Pulau Pinang, memang mashhur, Che' Buyong.

C: Ya. Mashhur.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Dari mana awak Che' Asiah 'ni?

B: ● Saya dari pasar Geylang.

C: --- penoh isi-nya.
--- Nampak-nya bakul Che' Asiah 'ni, penoh isi-nya.
● Ai, apa beli 'ni? Nampak-nya bakul Che' Asiah 'ni, penoh isi-nya.

B: ● Macham-macham ada dalam-nya 'tu.

A: ● Apa yang macham-macham itu, Che' Asiah?

B: ● Makanan ada, pakaian ada.

C: --- yang beli ini?
● Pakaian ini apa 'ni, yang beli ini?

B: ● Yang itu kain batek.

C: ● Yang ini?

B: --- Itu selendang ada juga.
● Yang ini kain pelekat. Itu selendang ada juga.

A: --- makanan apa agak-nya, Che' Asiah?
● Yang makanan pulak ada 'tu, makanan apa agak-nya, Che' Asiah?

B: ● Ah, makanan itu-lah mahu tahu, ya?

A: ● Apa dia?

B: ● Buah rambutan.

C: ● Oh. Musim rambutan sekarang?

B: --- Manis tahu.
● Ya. Che' Mutalib, 'nak rasa sa-biji? Manis tahu.

A: ● Ya, saya suka rasa benar rambutan 'tu.

B: ● Rambutan ini, rambutan Pulau Pinang.

C: ● Lekang-kah rambutan 'tu?

B: ● Ya, lekang dan manis.

C: ● Ai, saya pun 'nak rasa jugak.

B: ● Chuba-lah.

A: --- memang mashhur, Che' Buyong.
● Rambutan Pulau Pinang, memang mashhur, Che' Buyong.

C: ● Ya. Mashhur.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Dari mana awak Che' Asiah 'ni?

B: Saya dari pasar Geylang.

C: * * *

B: Macham-macham ada dalam-nya 'tu.

A: Apa yang macham-macham itu, Che' Asiah?

B: Makanan ada, pakaian ada.

C: * * *

B: Yang itu kain batek.

C: * * *

B: Yang ini kain pelekat. Itu selandang ada juga.

A: Yang makanan pulak ada 'tu, makanan apa agak-nya, Che' Asiah?

B: Ah, makanan itu-lah mahu tahu, ya?

A: Apa dia?

B: Buah rambutan.

C: * * *

B: Ya. Che' Mutalib, 'nak rasa sa-biji? Manis tahu.

A: Ya, saya suka rasa benar rambutan 'tu.

B: Rambutan ini, rambutan Pulau Pinang.

C: * * *

B: Ya, lekang dan manis.

C: * * *

B: Chuba-lah.

A: Rambutan Pulau Pinang, memang mashhur, Che' Buyong.

C: * * *

A: * * *

B: Saya dari pasar Geylang.

C: Ai, apa beli 'ni? Nampak-nya bakul Che' Asiah 'ni, penoh isi-nya.

B: Macham-macham ada dalam-nya 'tu.

A: * * *

B: Makanan ada, pakaian ada.

C: Pakaian ini apa 'ni, yang beli ini?

B: Yang itu kain batek.

C: Yang ini?

B: Yang ini kain pelekat. Itu selendang ada juga.

A: * * *

B: Ah, makanan itu-lah mahu tahu, ya?

A: * * *

B: Buah rambutan.

C: Oh. Musim rambutan sekarang?

B: Ya. Che' Mutalib, 'nak rasa sa-biji? Manis tahu.

A: * * *

B: Rambutan ini, rambutan Pulau Pinang.

C: Lekang-kah rambutan 'tu?

B: Ya, lekang dan manis.

C: Ai, saya pun 'nak rasa jugak.

B: Chuba-lah.

A: * * *

B: Ya. Mashhur.

1. I'd like very much to taste the rambutan.
2. You'd like very much to taste the rambutan.
3. We'd like very much to taste the rambutan.
4. They'd like very much to taste the rambutan.
5. He'd like very much to taste the rambutan.
6. I'd like very much to taste the rambutan.

1. What kind of cloth is this, this you bought?
2. What kind of shoes are these, these you bought?
3. What kind of dress is this, this one you bought?
4. What kind of hat is this, this one you bought?
5. What kind of batek cloth is this, this you bought?
6. What kind of cloth is this, this you bought?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Saya suka rasa benar rambutan 'tu.
2. Awak suka rasa benar rambutan 'tu.
3. Kita suka rasa benar rambutan 'tu.
4. Mereka suka rasa benar rambutan 'tu.
5. Dia suka rasa benar rambutan 'tu.
6. Saya suka rasa benar rambutan 'tu.

Drill 2

1. Pakaian ini apa 'ni, yang beli ini?
2. Kasut-kasut ini apa 'ni, yang beli ini?
3. Baju ini apa 'ni, yang beli ini?
4. Topi ini apa 'ni, yang beli ini?
5. Kain batek ini apa 'ni, yang beli ini?
6. Pakaian ini apa 'ni, yang beli ini?

1. You want to know about the food, yes?
2. You want to know about the fruits, yes?
3. You want to know about the news, yes?
4. You want to know about the poems, yes?
5. You want to know about the language, yes?
6. You want to know about the food, yes?

Drill 3

1. Makanan itu-lah mahu tahu, ya?
2. Buah-buahan itu-lah mahu tahu, ya?
3. Berita-berita itu-lah mahu tahu, ya?
4. Sajak-sajak itu-lah mahu tahu, ya?
5. Bahasa itu-lah mahu tahu, ya?
6. Makanan itu-lah mahu tahu, ya?

AN ACCIDENT

A: My, my, Mr. Mutalib, what a terrible picture in the newspaper of an accident, a highway accident.

B: Oh, there's a picture already?

A: Already, yes.

B: It happened that I saw the accident yesterday, Mr. Buyong.

A: Who was hit in the collision? Who was knocked down?

B: Lord, you know how it is when children cross a road, Mr. Buyong.

A: Mm. Oh, then it was a boy who was hit?

B: It was a boy. It happened at . . . at Geylang Road, at Geylang Road.

A: Oh, Geylang Road. Who knocked him down?

B: It was a motorcar. You know how terribly busy Geylang Road is.

A: Was it a private car, or a taxi?

Lesson 22

SATU KEMALANGAN

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Amboi, Che' Mutalib, dahshat-nya gambar dalam surat khabar 'ni, kemalangan 'ni, kemalangan jalan raya 'ni.

B: Oh, 'dah ada gambar-nya?

A: 'Dah, 'dah ada.

B: Kebetulan, saya ternampak kemalangan 'tu berlaku sa-malam, Che' Buyong.

A: Siapa yang kena langgar 'ni? Siapa yang melanggar 'ni?

B: Allah, tahu-lah budak-budak melintas jalan, Che' Buyong.

A: Mm. Oh, jadi budak yang kena 'tu?

B: Budak yang kena. Kejadian 'ni di . . . di-Geylang Road, di-Jalan Geylang.

A: Oh, Jalan Geylang. Yang melanggar 'tu siapa?

B: Yang melanggar 'tu sa-buah kereta. Awak tahu-lah di-Jalan Geylang 'tu 'kan sibok.

A: Kereta pakai-kah, kereta sewa?

B: A taxi.

A: Ah, ha.

B: How did it happen . . .

A: Mm.

B: . . . the boy . . .

A: The boy.

B: . . . wanted to cross the road . . .

A: Ah, ah.

B: . . . he neither looked to the right nor to the left.

A: I suppose the taxi wanted to speed up?

B: It was speeding and did not have time . . .

A: Ah, you know, he wanted to collect fares, didn't he?

B: Yes, I should think so. I suppose he didn't have time to apply his brake?

A: Mm.

B: And he knocked him down anyway.

A: Eh, how was the accident, was it serious?

B: Serious, Mr. Buyong.

A: Oh dear, poor boy, how is he I wonder?

B: It was lucky the ambulance came quickly . . .

B: Kereta sewa.

A: Ah, ha.

B: Jadi yang boleh berlanggar 'tu . . .

A: Mm.

B: . . . budak 'tu . . .

A: Budak 'tu.

B: . . . 'nak lintas jalan . . .

A: Ah, ah.

B: . . . 'tak tengok kiri kanan lagi.

A: Jadi kereta sewa 'ni 'nak laju agak-nya?

B: 'Nak laju jadi 'tak sempat . . .

A: Ah, ma'alum-lah orang 'nak ambik sewa, ya?

B: Ya, ma'alum-lah. Jadi 'tak sempat dia 'nak berek gamak-nya?

A: Mm.

B: Terus berlanggar.

A: Eh, macham mana kemalangan 'tu parah-kah, kena-nya?

B: Parah, Che' Buyong.

A: Amboi, kasehan budak 'tu, jadi macham mana budak 'tu?

B: Nasib baik-lah chepat, eh, apa kereta sakit datang . . .

A: Ah.

B: . . . and took the boy to the hospital.

A: I certainly hope he will be safe.

A: Ah.

B: . . . ambik bawa budak 'tu ka-rumah sakit.

A: Saya harap biar-lah dia dapat selamat.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: --- kemalangan jalan raya 'ni.
--- dalam surat khabar 'ni, kemalangan jalan raya 'ni.
● Amboi, Che' Mutalib, dahshat-nya gambar dalam surat khabar 'ni, kemalangan jalan raya 'ni.

B: ● Oh, 'dah ada gambar-nya?

A: ● 'Dah, 'dah ada.

B: --- berlaku sa-malam, Che' Buyong.
--- saya ternampak kemalangan 'tu berlaku sa-malam, Che' Buyong.
● Kebetulan, saya ternampak kemalangan 'tu berlaku sa-malam, Che' Buyong.

A: --- Siapa yang melanggar 'ni?
● Siapa yang kena langgar 'ni? Siapa yang melanggar 'ni?

B: --- Terus berlanggar.
--- 'nak berek gamak-nya? Terus berlanggar.
--- Jadi 'tak sempat dia 'nak berek gamak-nya? Terus berlanggar.
● Ya, ma'alum-lah. Jadi 'tak sempat dia 'nak berek gamak-nya? Terus berlanggar.

A: --- kena-nya?
● Macham mana kemalangan 'tu parah ka, kena-nya?

B: ● Parah, Che' Buyong.

A: --- jadi macham mana budak 'tu?
● Amboi, kesihan budak 'tu, jadi macham mana budak 'tu?

B: --- ambik bawa budak 'tu ka-rumah sakit.
--- apa kereta sakit datang ambik bawa budak 'tu ka-rumah sakit.
● Nasib baik-lah chepat apa kereta sakit datang ambik bawa budak 'tu ka-rumah sakit.

A: ● Saya harap biar-lah dia dapat selamat.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Amboi, Che' Mutalib, dahshat-nya gambar dalam surat khabar 'ni, kemalangan jalan raya 'ni.

B: * * *

A: 'Dah, 'dah ada.

B: * * *

A: Siapa yang kena langgar 'ni? Siapa yang melanggar 'ni?

B: * * *

A: Oh, jadi budak yang kena 'tu?

B: * * *

A: Yang melanggar 'tu, siapa?

B: * * *

A: Kereta pakai ka, kereta sewa?

B: * * *

A: Jadi kereta sewa 'ni 'nak laju agak-nya?

B: * * *

A: Ah, ma'alum-lah orang 'nak ambik sewa, ya?

B: * * *

A: Macham mana kemalangan 'tu parah ka, kena-nya?

B: * * *

A: Amboi, kesihan budak 'tu, jadi macham mana budak 'tu?

B: * * *

A: Saya harap biar-lah dia dapat selamat.

A: * * *

B: Oh, 'dah ada gambar-nya?

A: * * *

B: Kebetulan, saya ternampak kemalangan 'tu berlaku sa-malam, Che' Buyong.

A: * * *

B: Allah, tahu-lah budak-budak melintas jalan, Che' Buyong.

A: * * *

B: Budak yang kena. Kejadian 'ni di-Jalan Geylang.

A: * * *

B: Yang melanggar 'tu sa-buah kereta. Awak tahu-lah

1. I saw the accident yesterday.

2. I saw the accident this morning.

di-Jalan Geylang 'tu 'kan sibok.

A: * * *

B: Kereta sewa. Jadi yang boleh berlanggar 'tu, budak 'tu 'nak lintas jalan, 'tak tengok kiri kanan lagi.

A: * * *

B: 'Nak laju jadi 'tak sempat . . .

A: * * *

B: Ya, ma'alum-lah. Jadi 'tak sempat dia 'nak berek gamak-nya? Terus berlanggar.

A: * * *

B: Parah, Che' Buyong.

A: * * *

B: Nasib baik-lah chepat apa kereta sakit datang ambik bawa budak 'tu ka-rumah sakit.

A: * * * ———————

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Saya ternampak kemalangan 'tu berlaku sa-malam.
2. Saya ternampak kemalangan 'tu berlaku pagi ini.

3. I saw the accident this evening.
4. I saw the accident at mid-night.
5. I saw the accident last week.
6. I saw the accident yesterday.

1. It happened to a boy. It happened at Geylang Road.
2. It happened to a boy. It happened at Gasing Road.
3. It happened to a boy. It happened at his shop.
4. It happened to a boy. It happened at his house.
5. It happened to a boy. It happened at his office.
6. It happened to a boy. It happened at Geylang.

1. I certainly hope he will be safe.
2. I certainly hope he will be successful.
3. I certainly hope he will arrive.
4. I certainly hope he will stay.
5. I certainly hope he will be able to work.
6. I certainly hope he will be safe.

3. Saya ternampak kemalangan 'tu berlaku petang ini.
4. Saya ternampak kemalangan 'tu berlaku tengah malam.
5. Saya ternampak kemalangan 'tu berlaku minggu sudah.
6. Saya ternampak kemalangan 'tu berlaku sa-malam.

Drill 2

1. Budak yang kena. Kejadian 'ni di-Jalan Geylang.
2. Budak yang kena. Kejadian 'ni di-Jalan Gasing.
3. Budak yang kena. Kejadian 'ni di-kedai-nya.
4. Budak yang kena. Kejadian 'ni di-rumah-nya.
5. Budak yang kena. Kejadian 'ni di-pejabat saya.
6. Budak yang kena. Kejadian 'ni di-Jalan Geylang.

Drill 3

1. Saya harap biar-lah dia dapat selamat.
2. Saya harap biar-lah dia dapat berjaya.
3. Saya harap biar-lah dia dapat tiba.
4. Saya harap biar-lah dia dapat tinggal.
5. Saya harap biar-lah dia dapat bekerja.
6. Saya harap biar-lah dia dapat selamat.

GATHERING FIREWOOD

A: Well, Mr. Talib, where are you going so early this morning?

B: Ah, to the forest to gather some firewood, Mr. Buyong.

A: Ah, I also need some firewood at home. My wife says the wood is used up.

B: Ah, same here. Fasting month is almost here.

A: Mm.

B: Uh, your axe looks sharp enough . . .

A: Oh, my axe is all right. This is a European axe . . . a European axe. I also brought a parang.

B: Oh.

A: You, where is your axe?

B: My axe is an old one, but I sharpened it pretty well yesterday, Mr. Buyong.

A: Ah. When we get to the forest, what kind of wood are you going to look for?

B: I'll see. Just dry twigs will do.

Lesson 23

MENCHARI KAYU

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Ai, Che' Talib, 'nak ka-mana awak pagi-pagi ini?

B: Ah, 'nak masok ka-hutan-lah chari kayu api sikit, Che' Buyong.

A: Ah, saya pun bagitu jugak, saya hendak kayu api, di-rumah pun. Kata isteri saya 'dah habis.

B: Ah, elok-lah saya pun. Bulan puasa 'ni 'dah dekat.

A: Mm.

B: Eh, kapak awak tajam benar nampak chukup . . .

A: Oh, kapak saya chukup, kapak Eropah 'ni . . . kapak Eropah. Parang pun ada juga saya bawak.

B: Oh.

A: Awak, awak mana kapak, kapak?

B: Saya kapak lama-lah, tapi saya asah bukan main sa-malam, Che' Buyong.

A: Ah. Jadi bila kita sampai ka-hutan sekarang, awak, kayu apa yang awak 'nak ambik 'ni?

B: Saya tengok-lah. Ranting-ranting kayu pun chukup-

A: For firewood, yes?

B: For firewood.

A: For firewood. Then you are going to cut it into short lengths in the forest? Or take it home in long poles?

B: I think it would be better if I take the long poles home, easier.

A: Oh. Have you any rope?

B: Here, around my waist.

A: Ah. Fine.

B: What about you, Mr. Buyong?

A: I'm going to cut it into small lengths in the forest.

B: Oh, then it'll be easy to tie up.

A: Mm. The day looks fine. There's no rain, it's hot, we can work.

B: Ah, fine, Mr. Buyong.

A: We'll get firewood, won't we?

B: Mm.

A: Ah, here we go.

lah yang kering-kering 'tu.

A: Jadi untok kayu api-lah, ya?

B: Untok kayu api.

A: Untok kayu api. Jadi, eh, awak 'nak kerat-kerat di-hutan 'karang-kah? Atau 'nak bawak panjang-panjang ka-rumah?

B: Saya ingat lebeh baik saya bawak panjang-panjang di-rumah, senang.

A: Oh. Mana tali awak 'tu, ada?

B: Ada 'ni, di-pinggang saya 'ni.

A: Ah. Elok.

B: Awak pulak macham mana, Che' Buyong?

A: Saya 'nak kerat-kerat-lah pendek-pendek di-hutan 'tu sekarang.

B: Oh, jadi senang di-berkas lepas potong.

A: Mm. Hari pun nampak-nya, 'tak 'da hujan 'ni, panas, boleh-lah kita kerja.

B: Ah, elok-lah, Che' Buyong.

A:. Mengambil kayu, ya?

B: Mm.

A: Ah, mari, mari kita pergi.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Ai, Che' Talib, 'nak ka-mana awak pagi-pagi ini?

B: --- chari kayu api sikit, Che' Buyong.
● 'Nak masok ka-hutan-lah chari kayu api sikit, Che' Buyong.

A: --- Kata isteri saya 'dah habis.
--- saya hendak kayu api, di-rumah pun. Kata isteri saya 'dah habis.
● Ah, saya pun bagitu jugak, saya hendak kayu api, di-rumah pun. Kata isteri saya 'dah habis.

B: --- Bulan puasa 'ni 'dah dekat.
● Elok-lah saya pun. Bulan puasa 'ni 'dah dekat.
● Kapak awak tajam benar nampak chukup . . .

A: --- Parang pun ada juga saya bawak.
● Oh, kapak saya chukup, kapak Eropah. Parang pun ada juga saya bawak.
● Awak mana kapak-kapak?

B: --- tapi saya asah bukan main sa-malam, Che' Buyong.
● Saya kapak lama-lah, tapi saya asah bukan main sa-malam, Che' Buyong.

A: --- awak, kayu apa yang awak 'nak ambik 'ni?
● Jadi bila kita sampai ka-hutan sekarang, awak, kayu apa yang awak 'nak ambik 'ni?

B: --- yang kering-kering 'tu.
--- Ranting-ranting kayu pun chukup-lah yang kering-kering 'tu.
● Saya tengok-lah. Ranting-ranting kayu pun chukup-lah yang kering-kering 'tu.

A: ● Jadi untok kayu api-lah, ya?
--- Atau 'nak bawak panjang-panjang ka-rumah?
● Jadi awak 'nak kerat-kerat di-hutan 'karang-kah? Atau 'nak bawak panjang-panjang ka-rumah?

B: --- saya bawak panjang-panjang di-rumah, senang.
● Saya ingat lebeh baik saya bawak panjang-panjang di-rumah, senang.

A: ● Oh. Mana tali awak 'tu, ada?

B: ● Ada 'ni, di-pinggang saya 'ni.

A: ● Ah. Elok.

B: ● Awak pulak macham mana, Che' Buyong?

A: --- di-hutan 'tu sekarang.
● Saya 'nak kerat-kerat-lah pendek-pendek di-hutan 'tu sekarang.

B: ● Oh, jadi senang di-berkas lepas potong.

A: --- boleh-lah kita kerja.
--- 'tak 'da hujan 'ni, panas, boleh-lah

kita kerja.

● Mm. Hari pun nampak-nya, 'tak 'da hujan 'ni, panas, boleh-lah kita kerja.

B: ● Ah, elok-lah, Che' Buyong.

A: --- Mari kita pergi.

● Mengambil kayu, ya? Mari kita pergi.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Ai, Che' Talib, 'nak ka-mana awak pagi-pagi ini?

B: * * *

A: Ah, saya pun bagitu jugak, saya hendak kayu api, di-rumah pun. Kata isteri saya 'dah habis.

B: * * *

A: Oh, kapak saya chukup, kapak Eropah. Parang pun ada juga saya bawak. Awak mana kapak-kapak?

B: * * *

A: Jadi bila kita sampai ka-hutan sekarang, awak, kayu apa yang awak 'nak ambik 'ni?

B: * * *

A: Jadi untok kayu api-lah, ya? Jadi awak 'nak kerat-kerat di-hutan 'karang-kah? Atau 'nak bawak panjang-panjang ka-rumah?

B: * * *

A: Oh. Mana tali awak 'tu, ada?

B: * * *

A: Ah. Elok.

B: * * *

A: Saya 'nak kerat-kerat-lah pendek-pendek di-hutan 'tu sekarang.

B: * * *

A: Mm. Hari pun nampak-nya, 'tak 'da hujan 'ni, panas boleh-lah kita kerja.

B: * * *

A: Mengambil kayu, ya? Mari kita pergi.

A: * * *

B: 'Nak masok ka-hutan-lah chari kayu api sikit, Che' Buyong.

A: * * *

B: Elok-lah saya pun. Bulan puasa 'ni 'dah dekat. Kapak awak tajam benar nampak chukup . . .

A: * * *

B: Saya kapak lama-lah, tapi saya asah bukan main sa-malam, Che' Buyong.

A: * * *

B: Saya tengok-lah. Ranting-ranting kayu pun chukup-lah yang kering-kering 'tu.

A: * * *

B: Saya ingat lebeh baik saya bawak panjang-panjang di-rumah, senang.

A: * * *

B: Ada 'ni, di-pinggang saya 'ni.

A: * * *

B: Awak pulak macham mana, Che' Buyong.

A: * * *

B: Oh, jadi senang di-berkas lepas potong.

A: * * *

B: Ah, elok-lah, Che' Buyong.

A: * * *

1. Your axe looks sharp enough.
2. Your axe looks new enough.
3. Your axe looks old enough.
4. Your axe looks shiny enough.
5. Your axe looks heavy enough.
6. Your axe looks sharp enough.

1. But I sharpened it pretty well yesterday.
2. But I sharpened it pretty well last night.
3. But I sharpened it pretty well last week.
4. But I sharpened it pretty well last month.
5. But I sharpened it pretty well yesterday morning.
6. But I sharpened it pretty well yesterday.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Kapak awak tajam benar.
2. Kapak awak baru benar.
3. Kapak awak lama benar.
4. Kapak awak berkilat benar.
5. Kapak awak berat benar.
6. Kapak awak tajam benar.

Drill 2

1. Tapi saya asah bukan main sa-malam.
2. Tapi saya asah bukan main malam tadi.
3. Tapi saya asah bukan main minggu lepas.
4. Tapi saya asah bukan main bulan lepas.
5. Tapi saya asah bukan main pagi sa-malam.
6. Tapi saya asah bukan main sa-malam.

1. What kind of wood are you looking for?
2. What kind of wood are you cutting?
3. What kind of wood are you bringing home?
4. What kind of wood are you selling?
5. What kind of wood are you buying?
6. What kind of wood are you looking for?

Drill 3

1. Awak, kayu apa yang awak 'nak ambik 'ni?
2. Awak, kayu apa yang awak 'nak potong 'ni?
3. Awak, kayu apa yang awak 'nak bawa balek 'ni?
4. Awak, kayu apa yang awak 'nak jual 'ni?
5. Awak, kayu apa yang awak 'nak beli 'ni?
6. Awak, kayu apa yang awak 'nak ambik 'ni?

FAMILY

A: Mr. Mutalib, do you have many brothers and sisters?

B: Not many, Mr. Buyong.

A: Ah.

B: Mm, only three.

A: The eldest?

B: The eldest is my sister.

A: Your elder sister?

B: I am the middle one, and I have a younger brother.

A: Ah, he is the third, isn't he?

B: Yes.

A: Ah, ah.

B: Eh, what about you Mr. Buyong. How long ago have you been married, Mr. Buyong?

A: Oh, a long time ago, Mr. Mutalib. About fifteen years.

Lesson 24

KELUARGA

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Che' Mutalib 'ni banyak adek-beradek?

B: 'Tak banyak, Che' Buyong.

A: Ah.

B: Mm. Tiga beradek saja.

A: Yang tua?

B: Yang tua kakak saya.

A: Kakak, ya?

B: Saya yang tengah, dan ada adek laki-laki sa-orang.

A: Itu yang ketiga, ya?

B: Ya.

A: Ah, ah.

B: Eh, Che' Buyong pulak, berapa lama 'dah berumah tangga, Che' Buyong?

A: 'Dah lama, Che' Mutalib. Ada lima belas tahun lebeh kurang.

B: Mm . . .

A: I already have many children.

B: How many, Mr. Buyong?

A: Four, and all are still in school.

B: All boys, Mr. Buyong?

A: Two boys and two girls, in pairs, just like pigeons.

B: Ah . . . as you said just now, they are still in school.

A: Oh yes, still in school.

B: Which school, Mr. Buyong?

A: The school, the national school.

B: National school.

A: National.

B: In what standard is the eldest, Mr. Buyong?

A: The eldest is in standard five, national school. But I am lucky as I still have my mother and my father, Mr. Mutalib.

B: In my case . . .

A: Do you still have your father and mother?

B: My father is dead, Mr. Buyong.

A: Mm . . .

B: I am living with my mother only.

B: Mm.

A: Anak pun 'dah ramai.

B: Berapa orang, Che' Buyong?

A: Anak, lebeh kurang empat, dan semua maseh bersekolah lagi.

B: Semua 'tu anak laki-laki, Che' Buyong?

A: Dua laki-laki, dua perempuan, berpasang-lah macham burong merpati.

B: Ah . . . semua 'tu, Che' Buyong kata tadi bersekolah.

A: Ah, bersekolah lagi.

B: Sekolah, sekolah mana, Che' Buyong?

A: Sekolah 'tu, sekolah kebangsaan.

B: Sekolah kebangsaan.

A: Kebangsaan.

B: Jadi yang sulong 'tu darjah berapa, Che' Buyong?

A: Yang sulong 'tu darjah lima-lah sekolah kebangsaan. Tapi saya nasib baik, emak, bapak ada lagi, Che' Mutalib.

B: Saya 'ni . . .

A: Emak ada ayah ada lagi?

B: Saya, bapak 'dah meninggal, Che' Buyong.

A: Mm.

B: Chuma saya 'ni hidup dengan emak saya saja-lah.

A: But don't you have parents-in-law?

B: Parents-in-law? No, not yet, Mr. Buyong.

A: You haven't parents-in-law yet? I do. I still have my father-in-law, my mother-in-law, grandfather, and grandmother.

B: Ah . . . you are lucky . . .

A: Very lucky . . .

B: Mr. Buyong, you have such a family?

A: Ah, there are so many people in the family, sister-in-law and brother-in-law too.

B: If I have the time, I would like to know members of your family, Mr. Buyong.

A: Eh, I am a man who lives in a big family, Mr. Mutalib.

B: Mm . . . very good, Mr. Buyong.

A: Tapi mentua 'tak ada?

B: Mentua? . . . Mm, belum bermentua lagi, Che' Buyong.

A: Belum bermentua lagi? Saya ada. Ada lagi mentua laki-laki ada, mentua perempuan ada, datok ada, nenek ada.

B: Ah, bertuah benar . . .

A: Bertuah betul.

B: Che' Buyong, ada keluarga bagitu?

A: Ah, ah. Ramai sa-rumah 'tu, eh, kakak ipar ada, abang ipar pun ada.

B: Boleh saya pun kalau ada masa, ingin benar 'nak berkenalan dengan keluarga, Che' Buyong.

A: Eh, saya sa-orang, eh, eh, sa-orang yang diam dalam suatu keluarga yang ramai, Che' Mutalib.

B: Mm. Bagus-lah, Che' Buyong.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Che' Mutalib 'ni banyak adek-beradek?

B: ● 'Tak banyak, Che' Buyong. Tiga beradek saja.

A: ● Yang tua?

B: ● Yang tua kakak saya.

A: ● Kakak, ya?

B: --- dan ada adek laki-laki sa-orang.
● Saya yang tengah, dan ada adek laki-laki sa-orang.

A: ● Itu yang ketiga, ya?

B: --- berapa lama 'dah berumah tangga, Che' Buyong?
● Ya. Che' Buyong pulak, berapa lama 'dah berumah tangga, Che' Buyong?

A: --- Ada lima belas tahun lebeh kurang.
● 'Dah lama, Che' Mutalib. Ada lima belas tahun lebeh kurang.
● Anak pun 'dah ramai.

B: ● Berapa orang, Che' Buyong?

A: --- dan semua maseh bersekolah lagi.
● Anak, lebeh kurang empat, dan semua maseh bersekolah lagi.

B: ● Semua 'tu anak lelaki, Che' Buyong?

A: --- berpasang-lah macham burong merpati.
● Dua laki-laki, dua perempuan, berpasang-lah macham burong merpati.

B: ● Ah. Semua 'tu, Che' Buyong kata tadi bersekolah.

A: ● Bersekolah lagi.

B: ● Sekolah mana, Che' Buyong?

A: ● Sekolah 'tu, sekolah kebangsaan.

B: ● Jadi yang sulong 'tu darjah berapa, Che' Buyong?

A: ● Yang sulong 'tu darjah lima-lah sekolah kebangsaan.

--- Emak ada ayah ada lagi?

--- bapak ada lagi, Che' Mutalib. Emak ada ayah ada lagi?

● Tapi saya nasib baik, emak, bapak ada lagi, Che' Mutalib. Emak ada ayah ada lagi?

B: --- Chuma saya 'ni hidup dengan emak saya saja-lah.

● Saya, bapak 'dah meninggal, Che' Buyong. Chuma saya 'ni hidup dengan emak saya saja-lah.

A: ● Tapi mentua 'tak ada?

B: ● Belum bermentua lagi, Che' Buyong.

A: --- mentua perempuan ada, datok ada, nenek ada.

● Saya ada. Ada lagi, mentua lelaki ada, mentua perempuan ada, datok ada, nenek ada.

B: ● Ah, bertuah benar, Che' Buyong, ada keluarga bagitu?

A: --- kakak ipar ada, abang ipar pun ada.
● Ah, ah. Ramai sa-rumah 'tu, kakak ipar ada, abang ipar pun ada.

B: --- ingin benar 'nak berkenalan dengan keluarga, Che' Buyong.
● Boleh, saya pun kalau ada masa, ingin benar 'nak berkenalan dengan keluarga, Che' Buyong.

A: --- dalam suatu keluarga yang ramai, Che' Mutalib.
● Saya sa-orang yang diam dalam suatu keluarga yang ramai, Che' Mutalib.

B: ● Bagus-lah, Che' Buyong.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Che' Mutalib 'ni banyak adek-beradek.

B: * * *

A: Yang tua?

B: * * *

A: Kakak, ya?

B: * * *

A: Itu yang ketiga, ya?

B: * * *

A: 'Dah lama, Che' Mutalib. Ada lima belas tahun lebeh kurang. Anak pun 'dah ramai.

B: * * *

A: Anak, lebeh kurang empat, dan semua maseh bersekolah lagi.

B: * * *

A: Dua laki-laki, dua perempuan, berpasang-lah macham burong merpati.

B: * * *

A: Bersekolah lagi.

B: * * *

A: Sekolah 'tu, sekolah kebangsaan.

B: * * *

A: Yang sulong 'tu darjah lima-lah sekolah kebangsaan. Tapi saya nasib baik, emak, bapak ada lagi, Che' Mutalib. Emak ada ayah ada lagi?

B: * * *

A: Tapi mentua 'tak ada?

B: * * *

A: Saya ada. Ada lagi, mentua lelaki ada, mentua perempuan ada, datok ada, nenek ada.

B: * * *

A: Ah, ah. Ramai sa-rumah 'tu, kakak ipar ada, abang ipar pun ada.

B: * * *

A: Saya sa-orang yang diam dalam suatu keluarga yang ramai, Che' Mutalib.

B: * * * _____

A: * * *

B: 'Tak banyak, Che' Buyong. Tiga beradek saja.

A: * * *

B: Yang tua kakak saya.

A: * * *

B: Saya yang tangah, dan ada adek laki-laki sa-orang.

A: * * *

B: Ya. Che' Buyong pulak, berapa lama 'dah berumah tangga, Che' Buyong?

A: * * *

B: Berapa orang, Che' Buyong?

A: * * *

B: Semua 'tu anak lelaki, Che' Buyong?

A: * * *

B: Ah. Semua 'tu, Che' Buyong kata tadi bersekolah.

A: * * *

B: Sekolah mana, Che' Buyong?

A: * * *

B: Jadi yang sulong 'tu darjah berapa, Che' Buyong?

A: * * *

B: Saya, bapak 'dah meninggal, Che' Buyong. Chuma saya 'ni hidup dengan emak saya saja-lah.

A: * * *

B: Belum bermentua lagi, Che' Buyong.

A: * * *

B: Ah, bertuah benar, Ghe' Buyong, ada keluarga bagitu?

A: * * *

B: Boleh, saya pun kalau ada masa, ingin benar 'nak

1. The eldest is my sister.
2. The eldest is my uncle.
3. The eldest is my aunt.
4. The eldest is my brother.
5. The eldest is my cousin.
6. The eldest is my sister.

1. He is the third, isn't he?
2. He is the first, isn't he?
3. He is the second, isn't he?

berkenalan dengan keluarga, Che' Buyong.

A: * * *

B: Bagus-lah, Che' Buyong.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Yang tua kakak saya.
2. Yang tua bapa saudara saya.
3. Yang tua emak saudara saya.
4. Yang tua abang saya.
5. Yang tua pupu saya.
6. Yang tua kakak saya.

Drill 2

1. Itu yang ketiga, ya?
2. Itu yang pertama, ya?
3. Itu yang kedua, ya?

4. He is the forth, isn't he?
5. He is the fifth, isn't he?
6. He is the third, isn't he?

1. There are many people in the family.
2. There are educated people in the family.
3. There are successful people in the family.
4. There are healthy people in the family.
5. There are happy people in the family.
6. There are many people in the family.

4. Itu yang keempat, ya?
5. Itu yang kelima, ya?
6. Itu yang ketiga, ya?

Drill 3

1. Ramai sa-rumah 'tu.
2. Berpelajaran sa-rumah 'tu.
3. Berjaya sa-rumah 'tu.
4. Sehat sa-rumah 'tu.
5. Gembira sa-rumah 'tu.
6. Ramai sa-rumah 'tu.

Lesson 25

TEST

Test on Unit 5

See instructions for this section in Lesson 5, page 69.

Unit 6

Lessons 26-30

SATAY

A: Miss, wouldn't you like to eat some satay?

B: Yes. I'd like to, sir.

A: Uh, what kind of satay do you want?

B: Do you have chicken satay, sir?

A: I have chicken satay . . . beef satay, and mutton.

B: Give me chicken satay, will you?

A: Chicken satay.

B: Ah, could I have some tripe satay, too?

A: Tripe. Anything else . . .

B: Some liver.

A: Uh, all right, miss. Uh . . .

B: Don't broil it too crisply, will you?

A: All right. Uh, what else do you want?

B: Ah, rice cake, rice cake.

Lesson 26

SATEH

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Nona mahu makan sateh?

B: Ya. Saya mahu, Wak.

A: Eh, sateh apa Nona mahu?

B: Sateh ayam ada, Wak?

A: Sateh ayam ada, sateh . . . daging lembu ada, daging kambing pun ada.

B: Beri saya, sateh ayam, ya?

A: Sateh ayam.

B: Ah, perut pun boleh juga sikit?

A: Perut. Lagi . . .

B: Hati sikit.

A: Eh, baik, Nona. Eh . . .

B: Bakar, bakar jangan garing-garing sangat, ya?

A: Baik. Eh, lagi apa Nona mahu?

B: Ah, ketupat, ketupat.

A: How many rice cakes, miss?

B: One piece is enough.

A: One piece. How about two, miss?

B: All right.

A: Uh, cucumber?

B: A little . . .

A: Good.

B: . . . and a little onion, yes?

A: Ah, good. Uh, miss, do you like hot or sweet gravy?

B: Both will do.

A: This one is sweet, this one is hot.

B: Ah, I think you might mix a little of each kind, yes?

A: Ah, very good. Uh, don't you want to take some home?

B: Don't bother. Don't you have bean sauce?

A: I have bean sauce, miss.

B: Ah, give me bean sauce.

A: All right, miss.

A: Ketupat berapa, Nona?

B: Satu biji chukup.

A: Satu biji? Dua-lah, Nona?

B: Boleh jugak.

A: Eh, timun?

B: Timun sadikit . . .

A: Baik.

B: . . . bawang sadikit, ya?

A: Ah, baik. Eh, Nona suka kuah manis, kuah pedas?

B: Dua-dua boleh.

A: Yang ini manis, yang ini pedas.

B: Ah, saya fikir Wak champurkan sikit yang manis sikit yang pedas, ya?

A: Ah, baik-lah, Nona. Eh, Nona 'tak mahu bungkus bawak balek sama, sikit?

B: 'Tak usah-lah. Kichap ada tidak kichap?

A: Kichap pun ada, Nona.

B: Ah, beri saya kichap.

A: Baik, Nona.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: ● Nona mahu makan sateh?

B: ● Ya. Saya mahu, Wak.

A: ● Sateh apa Nona mahu?

B: ● Sateh ayam ada, Wak?

A: --- daging kambing pun ada.
--- sateh daging lembu ada, daging kambing pun ada.
● Sateh ayam ada, sateh daging lembu ada, daging kambing pun ada.

B: --- Hati sikit.
--- Perut pun boleh juga sikit? Hati sikit.
● Beri saya sateh ayam, ya? Perut pun boleh juga sikit? Hati sikit.

A: ● Baik, Nona.

B: ● Bakar jangan garing-garing sangat, ya?

A: ● Baik. Lagi apa Nona mahu?

B: ● Ketupat.

A: ● Ketupat berapa, Nona?

B: ● Satu biji chukup.

A: ● Satu biji. Dua-lah, Nona?

B: ● Boleh jugak.

A: ● Timun?

B: ● Timun sadikit, bawang sadikit, ya?

A: ● Ah, baik. Nona suka kuah manis, kuah pedas?

B: ● Dua-dua boleh.

A: ● Yang ini manis, yang ini pedas.

B: --- sikit yang manis sikit yang pedas, ya?
● Saya fikir Wak champurkan sikit yang manis sikit yang pedas, ya?

A: --- Nona 'tak mahu bungkus bawak balek sama, sikit?
● Ah, baik-lah, Nona. Nona 'tak mahu bungkus bawak balek sama, sikit?

B: --- Kichap, ada tidak kichap?
● 'Tak usah-lah. Kichap, ada tidak kichap?

A: ● Kichap pun ada, Nona.

B: ● Ah, beri saya kichap.

A: ● Baik, Nona.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Nona mahu makan sateh?

B: * * *

A: Sateh apa Nona mahu?

B: * * *

A: Sateh ayam ada, sateh daging lembu ada, daging kambing pun ada.

B: * * *

A: Baik, Nona.

B: * * *

A: Baik. Lagi apa Nona mahu?

B: * * *

A: Ketupat berapa, Nona?

B: * * *

A: Satu biji. Dua-lah, Nona?

B: * * *

A: Timun?

B: * * *

A: Ah, baik. Nona suka kuah manis, kuah pedas?

B: * * *

A: Yang ini manis, yang ini pedas.

B: * * *

A: Ah, baik-lah, Nona. Nona 'tak mahu bungkus bawak balek sama, sikit?

B: * * *

A: Kichap pun ada, Nona.

B: * * *

A: Baik, Nona.

A: * * *

B: Ya. Saya mahu, Wak.

A: * * *

B: Sateh ayam ada, Wak?

A: * * *

B: Beri saya sateh ayam, ya? Perut pun boleh juga sikit? Hati sikit.

A: * * *

B: Bakar jangan garing-garing sangat, ya?

A: * * *

B: Ketupat.

A: * * *

B: Satu biji chukup.

A: * * *

B: Boleh jugak.

A: * * *

B: Timun sadikit, bawang sadikit, ya?

A: * * *

B: Dua-dua boleh.

A: * * *

B: Saya fikir Wak champurkan sikit yang manis sikit yang pedas, ya?

A: * * *

B: 'Tak usah-lah. Kichap, ada tidak kichap?

A: * * *

B: Ah, beri saya kichap.

A: * * *

1. Give me some chicken satay, will you?
2. Give me some mutton satay, will you?
3. Give me some beef satay, will you?
4. Give me some tripe satay, will you?
5. Give me some liver satay, will you?
6. Give me some chicken satay, will you?

1. What else do you want, Miss?
2. What else do you want, Sir?
3. What else do you want, Uncle?
4. What else do you want, Madam?
5. What else do you want, Auntie?
6. What else do you want, Miss?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Beri saya, sateh ayam, ya?
2. Beri saya, sateh kambing, ya?
3. Beri saya, sateh lembu, ya?
4. Beri saya, sateh perut, ya?
5. Beri saya, sateh hati, ya?
6. Beri saya, sateh ayam, ya?

Drill 2

1. Lagi apa Nona mahu?
2. Lagi apa Tuan mahu?
3. Lagi apa Wak mahu?
4. Lagi apa Nyonya mahu?
5. Lagi apa Mak Chik mahu?
6. Lagi apa Nona mahu?

1. This one is sweet, this one is hot.
2. This one is white, this one is black.
3. This one is long, this one is short.
4. This one is big, this one is small.
5. This one is old, this one is young.
6. This one is sweet, this one is hot.

Drill 3

1. Yang ini manis, yang ini pedas.
2. Yang ini puteh, yang ini hitam.
3. Yang ini panjang, yang ini pendek.
4. Yang ini besar, yang ini kechil.
5. Yang ini tua, yang ini muda.
6. Yang ini manis, yang ini pedas.

THE DURIAN

A: Mr. Mutalib, if we are not the people of Malaya, I think the durian is a strange fruit to us, isn't it?

B: Why do you say that, Mr. Buyong?

A: Ah, just look at it. The length is about a foot.

B: Mm, mm.

A: The fruit is thorny.

B: Perhaps that's why it is called durian (thorny).

A: Ah, ha. The fruit is divided into sections, so before I split it, I look at the thorns.

B: Mm.

A: Yes.

B: Naturally, but the pulp is really delicious, Mr. Buyong.

A: Very delicious. We Malays, the Chinese . . . in . . . Malaya, are very fond of the durian.

Lesson 27

DURIAN

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Buah durian 'ni, Che' Mutalib, kalau kita bukan orang Tanah Melayu 'ni, nampak-nya buah yang ganjil jugak, ya?

B: Apa maksud awak kata bagitu, Che' Buyong?

A: Ah, tengok-lah panjang-nya lebeh kurang . . . satu kaki.

B: Mm, mm.

A: Buah-nya berduri-duri.

B: Itu-lah sebab namakan durian barangkali.

A: Ah, ha. Dan di-dalam-nya berpangsa-pangsa, jadi sa-belum saya belah buah durian 'ni, saya pandang duri-nya.

B: Mm.

A: Ya.

B: Memang. Pada hal kalau kita makan, kita rasa betul isi dia 'tu memang sedap, Che' Buyong.

A: Sedap sangat. Kita orang Melayu, orang China, di . . . di-Semenanjong-Tanah Melayu 'ni, sangat

B: I would like to ask you, how many years after planting the tree, can we eat the fruit from it, Mr. Buyong?

A: If we plant a durian tree, in about eight years' time, we can eat the fruit.

B: Oh, is that so.

A: Ah.

B: The fruit . . . there is a season for it or not?

A: Yes, there is a season for it.

B: What type of soil is good for durian planting . . .

A: Inland soil. It doesn't like soil near the sea, in the inland . . . the hilly land is good for it.

B: Slightly hilly?

A: And the durian has so much food value, Mr. Mutalib.

B: Oh, food value?

A: Yes. Vitamin.

B: Oh, oh.

A: That's good.

B: Then there is a kind of . . . cake or something like . . .

A: Like starch.

B: Ah. In the durian itself.

gemar durian.

B: Saya suka 'nak tanya, eh, berapa tahun atau berapa lama kita tanam pokok durian 'ni boleh makan, Che' Buyong?

A: Pokok durian kalau tanam . . . lebeh kurang lapan tahun, baru boleh makan buah-nya.

B: Oh, bagitu.

A: Ah.

B: Buah dia 'tu, eh, bermusim-kah, atau bagaimana?

A: Bermusim, buah-nya bermusim.

B: Tanah macham mana yang suka . . .

A: Dia suka tanah di-darat-lah. Di-tepi laut dia 'tak suka, di-darat . . . yang berbukit-bukit 'tu dia suka.

B: Yang berbukit-bukit sikit 'tu?

A: Dan buah-nya, buah durian 'ni, banyak mengandongi zat, Che' Mutalib.

B: Oh, zat?

A: Zat bitamin.

B: Oh, oh.

A: Bagus 'tu.

B: Jadi ada sa-jenis . . . kueh atau macham . . .

A: Macham kanji.

B: Ah. Dalam buah durian 'tu.

A: Like starch, but it's rather hot.

B: Mm, mm.

A: Ah, but it's delicious.

B: You, do you have a durian plantation, Mr. Buyong?

A: Yes, I have.

B: Where . . .

A: There are about twenty to thirty trees.

B: Oh. That's quite enough for the children to eat.

A: Enough, enough. During the season, we have more than enough.

A: Macham kanji tapi, zat-nya panas.

B: Mm, mm.

A: Ah, tapi sedap.

B: Awak, awak ada-kah dusun durian, Che' Buyong?

A: Ada, ada dusun durian banyak.

B: Ada di . . .

A: Ada-lah dua, tiga puloh batang-lah.

B: Oh. Chukup-lah untok anak-anak chuchu makan.

A: Chukup, chukup. Bila musim 'tu, munchah-lah de . . . dengan buah durian.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: --- nampak-nya buah yang ganjil jugak, ya
--- kalau kita bukan orang Tanah Melayu 'ni, nampak-nya buah yang ganjil jugak ya?

● Buah durian 'ni, Che' Mutalib, kalau kita bukan orang Tanah Melayu 'ni, nampak-nya buah yang ganjil jugak, ya?

B: ● Apa maksud awak kata bagitu, Che' Buyong?

A: --- panjang-nya lebeh kurang satu kaki.
- Ah, tengok-lah panjang-nya lebeh kurang satu kaki.
- Buah-nya berduri-duri.

B:
- Itu-lah sebab namakan durian barangkali.

A: --- saya pandang duri-nya.
--- jadi sa-belum saya belah buah durian 'ni, saya pandang duri-nya.
- Ah, ha. Dan di-dalam-nya berpangsa-pangsa, jadi sa-belum saya belah buah durian 'ni, saya pandang duri-nya.

B: --- kita rasa betul isi dia 'tu memang sedap, Che' Buyong.
--- Pada hal kalau kita makan, kita rasa betul isi dia 'tu memang sedap, Che' Buyong.
- Memang. Pada hal kalau kita makan, kita rasa betul isi dia 'tu memang sedap, Che' Buyong.

A: --- sangat gemar durian.
--- Kita orang Melayu, orang China, di-Semenanjong Tanah Melayu 'ni, sangat gemar durian.
- Sedap sangat. Kita orang Melayu, orang China, di-Semenanjong Tanah Melayu 'ni, sangat gemar durian.

B: --- kita tanam pokok durian 'ni boleh makan, Che' Buyong?
--- berapa tahun atau berapa lama kita tanam pokok durian 'ni boleh makan, Che' Buyong?
- Saya suka 'nak tanya, berapa tahun atau berapa lama kita tanam pokok durian 'ni boleh makan,

Che' Buyong?

A: --- baru boleh makan buah-nya.
--- lebeh kurang lapan tahun, baru boleh makan buah-nya.
● Pokok durian kalau tanam lebeh kurang lapan tahun, baru boleh makan buah-nya.

B: --- bermusim-kah, atau bagaimana?
● Buah dia 'tu, bermusim-kah, atau bagaimana?

A: ● Bermusim, buah-nya bermusim.

B: ● Tanah macham mana yang suka?

A: --- di-darat, yang berbukit-bukit 'tu dia suka.
--- Di-tepi laut dia 'tak suka, di-darat, yang berbukit-bukit 'tu dia suka.
● Dia suka tanah di-darat-lah. Di-tepi laut dia 'tak suka, di-darat, yang berbukit-bukit 'tu dia suka.
--- banyak mengandongi zat bitamin, Che' Mutalib.
● Dan buah-nya, buah durian 'ni, banyak mengandongi zat bitamin, Che' Mutalib.

B: --- dalam buah durian 'tu.
--- atau macham kanji dalam buah durian 'tu.
● Jadi ada sa-jenis kueh atau macham kanji dalam buah durian 'tu.

A: ● Tapi, zat-nya panas. Ah, tapi sedap.

B: ● Awak ada-kah dusun durian, Che' Buyong?

A: --- Ada-lah dua, tiga puloh batang-lah.
● Ada dusun durian banyak. Ada-lah dua, tiga puloh batang-lah.

B: --- untok anak-anak chuchu makan.
● Oh. Chukup-lah untok anak-anak chuchu makan.

A: --- munchah-lah dengan buah durian.
● Chukup, chukup. Bila musim 'tu, munchah-lah dengan buah durian.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Buah durian 'ni, Che' Mutalib, kalau kita bukan orang Tanah Melayu 'ni, nampak-nya buah yang ganjil jugak, ya?

B: * * *

A: Ah, tengok-lah panjang-nya lebeh kurang satu kaki. Buah-nya berduri-duri.

B: * * *

A: Ah, ha. Dan di-dalam-nya berpangsa-pangsa, jadi sa-belum saya belah buah durian 'ni, saya pandang duri-nya.

B: * * *

A: Sedap sangat. Kita orang Melayu, orang China, di-Semenanjong Tanah Melayu 'ni, sangat gemar durian.

B: * * *

A: Pokok durian kalau tanam lebeh kurang lapan tahun, baru boleh makan buah-nya.

B: * * *

A: Bermusim, buah-nya bermusim.

B: * * *

A: Dia suka tanah di-darat-lah. Di-tepi laut dia 'tak

suka, di-darat, yang berbukit-bukit 'tu dia suka. Dan buah-nya, buah durian 'ni, banyak mengandongi zat bitamin, Che' Mutalib.

B: * * *

A: Tapi, zat-nya panas. Ah, tapi sedap.

B: * * *

A: Ada dusun durian banyak. Ada-lah dua, tiga puloh batang-lah.

B: * * *

A: Chukup, chukup. Bila musim 'tu, munchah-lah dengan buah durian.

A: * * *

B: Apa maksud awak kata bagitu, Che' Buyong?

A: * * *

B: Itu-lah sebab namakan durian barangkali.

A: * * *

B: Memang. Pada hal kalau kita makan, kita rasa betul isi dia 'tu memang sedap, Che' Buyong.

A: * * *

B: Saya suka 'nak tanya, berapa tahun atau berapa lama kita tanam pokok durian 'ni boleh makan, Che' Buyong?

A: * * *

B: Buah dia 'tu, bermusim-kah, atau bagaimana?

A: * * *

B: Tanah macham mana yang suka?

A: * * *

B: Jadi ada sa-jenis kueh atau macham kanji dalam buah durian 'tu.

A: * * *

B: Awak ada-kah dusun durian, Che' Buyong?

A: * * *

B: Oh. Chukup-lah untok anak-anak chuchu makan.

A: * * *

1. The length is about a foot.
2. The length is about five yards.
3. The length is about one mile.
4. The length is about eight inches.
5. The length is about three yards.
6. The length is about a foot.

1. The hilly land is good for it.
2. The level land is good for it.
3. The level land is good for it.
4. The low land is good for it.
5. The fertile land is good for it.
6. The hilly land is good for it.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Panjang-nya lebeh kurang satu kaki.
2. Panjang-nya lebeh kurang lima ela.
3. Panjang-nya lebeh kurang satu batu.
4. Panjang-nya lebeh kurang lapan inchi.
5. Panjang-nya lebeh kurang tiga ela.
6. Panjang-nya lebeh kurang satu kaki.

Drill 2

1. Tanah yang berbukit-bukit 'tu dia suka.
2. Tanah yang rata 'tu dia suka.
3. Tanah yang rendah 'tu dia suka.
4. Tanah yang subor 'tu dia suka.
5. Tanah yang kering 'tu dia suka.
6. Tanah yang berbukit-bukit 'tu dia suka.

1. There are many durian plantations.
2. There are many rambutan plantations.
3. There are many mango plantations.
4. There are many mangosteen plantations.
5. There are many fruit plantations.
6. There are many durian plantations.

Drill 3

1. Ada dusun durian banyak.
2. Ada dusun rambutan banyak.
3. Ada dusun mempelam banyak.
4. Ada dusun manggis banyak.
5. Ada dusun buah-buahan banyak.
6. Ada dusun durian banyak.

MALAY CAKES

A: You really serve us a lot of cakes, Miss Asiah.

B: Oh, all those are Malay cakes.

C: Oh, did you make these cakes yourself?

B: Yes, I baked all the cakes myself.

A: What's the name of this cake, Miss Asiah?

B: Oh, the one at the other end?

A: Yes.

B: Oh, that's a meat pie.

C: And what about this one with gravy, Miss Asiah?

B: Oh, the one with gravy is a serabai cake.

A: Uh, what kind of flour do you use to make these cakes, Miss Asiah?

B: Many kinds, rice flour, wheat flour, corn.

Lesson 28

KUEH-KUEH MELAYU

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Banyak benar kueh-kueh yang awak hidangkan untok kami 'ni, Che' Asiah.

B: Oh, itu-lah semua kueh-kueh Melayu belaka.

C: Eh, kueh-kueh ini buatan Che' Asiah sendiri?

B: Ya, saya masak sendiri kueh ini semua.

A: Apa nama kueh ini, Che' Asiah?

B: Oh, kueh yang di-hujong itu?

A: Ya.

B: Oh, itu kueh bakar berlauk.

C: Oh, yang ini kueh yang ada pakai kuah 'ni, kueh apa, Che' Asiah?

B: Oh, kueh yang berkuah 'tu, kueh serabai.

A: Eh, tepong apa yang di-gunakan untok buat kueh-kueh 'ni, Che' Asiah?

B: Macham-macham, tepong beras, tepong gandum, jagong.

C: Oh, are there cakes made from fruits, Miss Asiah?

B: Yes, there are.

A: Uh, what do the cakes taste like, Miss Asiah?

B: Some are sweet, some are rich, some are a little hot.

A: When you learned to make these cakes, did you teach yourself at home, or did you learn at a school, Miss Asiah?

B: At a cooking class.

C: Where is the school?

B: At Tenaga Murni School.

C: Oh, really. You are really clever at cake making.

C: Oh, kueh yang di-buat dari buah-buahan ada, Che' Asiah?

B: Ada juga.

A: Eh, macham mana rasa kueh-kueh 'ni, Che' Asiah?

B: Ada yang manis, ada yang lemak, ada juga yang pedas-pedas sikit.

A: Jadi Che' Asiah belajar buat kueh 'ni, belajar sendiri di-rumah-kah, atau bersekolah, Che' Asiah?

B: Bersekolah juga.

C: Sekolah di-mana 'tu?

B: Sekolah dekat Tenaga Murni.

C: Oh, bagitu, bagus. Che' Asiah pandai buat kueh.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: --- yang awak hidangkan untok kami 'ni, Che' Asiah.

● Banyak benar kueh-kueh yang awak hidangkan untok kami 'ni, Che' Asiah.

B: ● Itu-lah semua kueh-kueh Melayu belaka.

C: ● Kueh-kueh ini buatan Che' Asiah sendiri?

B: ● Ya, saya masak sendiri kueh ini semua.

A: ● Apa nama kueh ini, Che' Asiah?

B: --- Itu kueh bakar berlauk.
● Kueh yang di-hujong itu? Itu kueh bakar berlauk.

C: --- kueh apa, Che' Asiah?
● Yang ini kueh yang ada pakai kuah 'ni, kueh apa, Che' Asiah?

B: ● Oh, kueh yang berkuah 'tu, kueh serabai.

A: --- untok buat kueh-kueh 'ni, Che' Asiah?
● Tepong apa yang di-gunakan untok buat kueh-kueh 'ni, Che' Asiah?

B: --- tepong gandum, jagong.
● Macham-macham, tepong beras, tepong gandum, jagong.

C: ● Kueh yang di-buat dari buah-buahan ada, Che' Asiah?

B: ● Ada juga.

A: ● Macham mana rasa kueh-kueh 'ni, Che' Asiah?

B: --- ada juga yang pedas-pedas sikit.
● Ada yang manis, ada yang lemak, ada juga yang pedas-pedas sikit.

A: --- atau bersekolah, Che' Asiah?
--- belajar sendiri di-rumah-kah, atau bersekolah, Che' Asiah?

● Jadi Che' Asiah belajar buat kueh 'ni, belajar sendiri di-rumah-kah, atau bersekolah, Che' Asiah?

B: ● Bersekolah juga.

C: ● Sekolah di-mana 'tu?

B: ● Sekolah dekat Tenaga Murni.

C: ● Oh, bagitu, bagus. Che' Asiah pandai buat kueh.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Banyak benar kueh-kueh yang awak hidangkan untok kami 'ni, Che' Asiah.

B: Itu-lah semua kueh-kueh Melayu belaka.

C: * * *

B: Ya, saya masak sendiri kueh ini semua.

A: Apa nama kueh ini, Che' Asiah?

B: Kueh yang di-hujong itu? Itu kueh bakar berlauk.

C: * * *

B: Oh, kueh yang berkuah 'tu, kueh serabai.

A: Tepong apa yang di-gunakan untok buat kueh-kueh 'ni, Che' Asiah?

B: Macham-macham, tepong beras, tepong gandum, jagong.

C: * * *

B: Ada juga.

A: Macham mana rasa kueh-kueh 'ni, Che' Asiah?

B: Ada yang manis, ada yang lemak, ada juga yang pedas-pedas sikit.

A: Jadi Che' Asiah belajar buat kueh 'ni, belajar sendiri di-rumah-kah, atau bersekolah, Che' Asiah?

B: Bersekolah juga.

C: * * *

B: Sekolah dekat Tenaga Murni.

C: * * *

A: * * *

B: Itu-lah semua kueh-kueh Melayu belaka.

C: Kueh-kueh ini buatan Che' Asiah sendiri?

B: Ya, saya masak sendiri kueh ini semua.

A: * * *

B: Kueh yang di-hujong itu? Itu kueh bakar berlauk.

C: Yang ini kueh yang ada pakai kuah 'ni, kueh apa, Che' Asiah?

B: Oh, kueh yang berkuah 'tu, kueh serabai.

A: * * *

B: Macham-macham, tepong beras, tepong gandum, jagong.

C: Kueh yang di-buat dari buah-buahan ada, Che' Asiah?

B: Ada juga.

A: * * *

B: Ada yang manis, ada yang lemak, ada juga yang pedas-pedas sikit.

A: * * *

1. I baked all the cakes myself.
2. You baked all the cakes yourself.
3. She baked all the cakes herself.
4. They baked all the cakes themselves.
5. We baked all the cakes ourselves.
6. I baked all the cakes myself.

1. Are there cakes made from fruits?
2. Are there cakes made from meat?
3. Are there cakes made from suji flour?

B: Bersekolah juga.

C: Sekolah di-mana 'tu?

B: Sekolah dekat Tenaga Murni.

C: Oh, bagitu, bagus. Che' Asiah pandai buat kueh.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Saya masak sendiri kueh ini semua.
2. Awak masak sendiri kueh ini semua.
3. Dia masak sendiri kueh ini semua.
4. Mereka masak sendiri kueh ini semua.
5. Kita masak sendiri kueh ini semua.
6. Saya masak sendiri kueh ini semua.

Drill 2

1. Kueh yang di-buat dari buah-buahan ada?
2. Kueh yang di-buat dari daging ada?
3. Kueh yang di-buat dari tepong suji ada?

4. Are there cakes made from durians?
5. Are there cakes made from rice flour?
6. Are there cakes made from fruits?

1. You are really clever at cake making.
2. You are really clever at dress making.
3. You are really clever at crocheting.
4. You are really clever at embroidery.
5. You are really clever at basket making.
6. You are really clever at cake making.

4. Kueh yang di-buat dari durian ada?

5. Kueh yang di-buat dari tepong beras ada?

6. Kueh yang di-buat dari buah-buahan ada?

Drill 3

1. Che' Asiah pandai buat kueh.

2. Che' Asiah pandai buat baju.

3. Che' Asiah pandai buat renda.

4. Che' Asiah pandai buat sulaman.

5. Che' Asiah pandai buat bakul.

6. Che' Asiah pandai buat kueh.

THE PLAYGROUND

A: Well, Mr. Mutalib, where have you been with all these children?

B: I've just been taking them for a stroll, Mr. Buyong.

A: Strolling where?

B: Strolling at the Kallang children's playground.

A: Oh, the former Kallang Airport?

B: Yes. Yes.

A: Has it become a children's playground?

B: Yes.

A: What does the children's playground look like? Is it nice?

B: Yes, yes, certainly, Mr. Buyong. It is near the sea. There's a fresh sea breeze, especially in the evening, Mr. Buyong.

A: Oh, other than that, what else is there, Mr. Mutalib?

B: There's a garden . . .

Lesson 29

TAMAN KANAK-KANAK

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Ai, Che' Mutalib, dari mana datang bawak budak-budak ramai-ramai 'ni?

B: Bawak dia orang makan angin, Che' Buyong.

A: Makan angin ka-mana?

B: Makan angin di-taman kanak-kanak di-Kallang.

A: Oh, bekas padang kapal terbang Kallang?

B: Ya, ya.

A: Sudah jadi taman kanak-kanak?

B: Ya.

A: Macham mana rupa-nya taman kanak-kanak 'tu, bagus?

B: Ya, ya, bagus, Che' Buyong. Kedudokan-nya di-tepi laut, angin laut berseh, petang-petang terutama sa-kali, Che' Buyong.

A: Oh, lain daripada itu, apa ada di-situ, Che' Mutalib

B: Ada taman bunga . . .

A: What else?

B: A place for the children to play . . .

A: Ladders, swings and all that, aren't there?

B: And the like.

A: There are see-saws.

B: Yes.

A: Ah, ah.

B: But, there is one thing more, there was one thing for the children which interested me most, Mr. Buyong.

A: Mm. What's that?

B: The area is laid out like a road.

A: Ah, ha.

B: For the children to learn traffic regulations, and all the signs in the road are there.

A: Just walking around or driving cars?

B: Eh, driving cars . . . cycling.

A: Oh, do they follow the traffic signs as though they are actually on the road?

B: In short, whatever road signs outside or in the towns . . .

A: Was there the red light, was everything there, even the green light?

B: Everything was there, Mr. Buyong.

A: Lagi?

B: Ada tempat kanak-kanak bermain . . .

A: Oh, tangga, buaian 'gitu 'gini, ya?

B: Dan sa-bagai-nya.

A: Main jongkang-jongkit.

B: Ya.

A: Ah, ah.

B: Tapi, yang saya tertarek hati benar untok anak-anak 'ni, ada satu, satu perkara lagi-lah, Che' Buyong.

A: Mm. Apa 'tu?

B: Di-dalam kawasan 'tu di-buat macham jalan raya.

A: Ah, ha.

B: Untok budak-budak berlateh, bermain di-situ lalu lintas, dan segala tanda-tanda di-jalan semua ada di-situ.

A: Berjalan saja atau membawak kereta?

B: Eh, membawak kereta . . . berbasikal.

A: Oh, ikut jalan 'tu macham peraturan jalan betul-betul, ya?

B: Pendek-nya, apa yang ada di-luar atau di-bandar-bandar . . .

A: Ada lampu merah, semua ada lampu hijau ada semua?

B: Semua ada, Che' Buyong.

A: Ah, is there a swimming pool?

B: There is a swimming pool.

A: Oh, is there?

B: For the children, of course.

A: Ah, for the children, really? That's good.

B: That's nice, Mr. Buyong, if you have time, do bring your children along . . .

A: I, I am going home to fetch the children, and take them there.

A: Ah. Kolam mandi ada 'tak?

B: Kolam mandi, ada.

A: Oh, ada, ya?

B: Jadi untok kanak-kanak-lah.

A: Ah, untok kanak-kanak, ya? Itu bagus 'tu.

B: Elok-lah, Che' Buyong, kalau ada lapang bawak anak-anak . . .

A: Saya, saya 'nak balek-lah ambik budak-budak pergi sama.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 8.

A: --- datang bawak budak-budak ramai-ramai 'ni?

● Ai, Che' Mutalib, dari mana datang bawak budak-budak ramai-ramai 'ni?

B: ● Bawak dia orang makan angin, Che' Buyong.

A: ● Makan angin ka-mana?

B: ● Makan angin di-taman kanak-kanak di-Kallang.

A: --- Sudah jadi taman kanak-kanak?

● Oh, bekas padang kapal terbang Kallang? Sudah jadi taman kanak-kanak?

B: ● Ya.

A: ● Macham mana rupa-nya taman kanak-kanak 'tu, bagus?

B: --- petang-petang terutama sa-kali, Che' Buyong.
--- angin laut berseh, petang-petang terutama sa-kali, Che' Buyong.
--- Kedudokan-nya di-tepi laut, angin laut berseh, petang-petang terutama sa-kali, Che' Buyong.

● Ya, ya, bagus, Che' Buyong. Kedudokan-nya di-tepi laut, angin laut berseh, petang-petang terutama sa-kali, Che' Buyong.

A: ● Lain daripada itu, apa ada di-situ, Che' Mutalib?

B: --- ada tempat kanak-kanak bermain.
● Ada taman bunga, ada tempat kanak-kanak bermain.

A: ● Oh, tangga, buaian 'gitu 'gini, ya?

B: ● Dan sa-bagai-nya.

A: ● Main jongkang-jongkit.

B: ● Ya.
--- ada satu, perkara lagi-lah, Che' Buyong.

● Tapi, yang saya tertarek hati benar untok anak-anak 'ni, ada satu, perkara lagi-lah, Che' Buyong.

A: ● Apa 'tu?

B: --- dan segala tanda-tanda di-jalan semua ada di-situ.
--- bermain di-situ lalu lintas, dan segala tanda-tanda di-jalan semua ada di-situ.
--- Untok budak-budak berlateh, bermain di-situ lalu lintas, dan segala tanda-tanda di-jalan semua ada di-situ.
● Di-dalam kawasan 'tu di-buat macham jalan raya. Untok budak-budak berlateh, bermain di-situ lalu lintas, dan segala tanda-tanda di-jalan semua ada di-situ.

A: ● Berjalan saja atau membawak kereta?

B: ● Membawak kereta, berbasikal.

A: --- macham peraturan jalan betul-betul, ya?
● Oh, ikut jalan 'tu macham peraturan jalan betul-betul, ya?

B: --- apa yang ada di-luar atau di-bandar-bandar . . .
● Pendek-nya, apa yang ada di-luar atau di-bandar-bandar . . .

A: --- semua ada lampu hijau ada semua?
● Ada lampu merah, semua ada lampu hijau ada semua?

B: ● Semua ada, Che' Buyong.

A: ● Ah. Kolam mandi ada 'tak?

B: --- Jadi untok kanak-kanak-lah.
● Kolam mandi, ada. Jadi untok kanak-kanak-lah.

A: ● Itu bagus 'tu.

B: --- kalau ada lapang bawak anak-anak.
● Elok-lah, Che' Buyong, kalau ada lapang bawak anak-anak.

A: --- ambik budak-budak pergi sama.
● Saya 'nak balek-lah ambik budak-budak pergi sama.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 12.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 12.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 13.

A: Ai, Che' Mutalib, dari mana datang bawak budak-budak ramai-ramai 'ni?

B: * * *

A: Makan angin ka-mana?

B: * * *

A: Oh, bekas padang kapal terbang Kallang? Sudah jadi taman kanak-kanak?

B: * * *

A: Macham mana rupa-nya taman kanak-kanak 'tu, bagus?

B: * * *

A: Lain daripada itu, apa ada di-situ, Che' Mutalib?

B: * * *

A: Oh, tangga, buaian 'gitu 'gini, ya?

B: * * *

A: Main jongkang-jongkit.

B: * * *

A: Apa 'tu?

B: * * *

A: Berjalan saja atau membawak kereta?

B: * * *

A: Oh, ikut jalan 'tu macham peraturan jalan betul-betul, ya?

B: * * *

A: Ada lampu merah, semua ada lampu hijau ada semua?

B: * * *

A: Ah. Kolam mandi ada 'tak?

B: * * *

A: Itu bagus 'tu.

B: * * *

A: Saya 'nak balek-lah ambik budak-budak pergi sama.

A: * * *

B: Bawak dia orang makan angin, Che' Buyong.

A: * * *

B: Makan angin di-taman kanak-kanak di-Kallang.

A: * * *

B: Ya.

A: * * *

B: Ya, ya, bagus, Che' Buyong. Kedudokan-nya di-tepi laut, angin laut berseh, petang-petang terutama

sa-kali, Che' Buyong.

A: * * *

B: Ada taman bunga, ada tempat kanak-kanak bermain.

A: * * *

B: Dan sa-bagai-nya.

A: * * *

B: Ya. Tapi, yang saya, tertarek hati benar untok anak-anak 'ni, ada satu perkara lagi-lah, Che' Buyong.

A: * * *

B: Di-dalam kawasan 'tu di-buat macham jalan raya. Untok budak-budak berlateh, bermain di-situ lalu lintas, dan segala tanda-tanda di-jalan semua ada di-situ.

A: * * *

B: Membawak kereta, berbasikal.

A: * * *

B: Pendek-nya, apa yang ada di-luar atau di-bandar-bandar . . .

A: * * *

B: Semua ada, Che' Buyong.

A: * * *

B: Kolam mandi, ada. Jadi untok kanak-kanak-lah.

A: * * *

B: Elok-lah, Che' Buyong, kalau ada lapang bawak

1. Other than that, what else is there?
2. Other than that, what else is there?
3. Other than that, what else is there in town?
4. Other than that, what else is there in the country?
5. Other than that, what else is there in the garden?
6. Other than that, what else is there?

1. All the signs in the road are there.
2. All the people in the road are there.
3. All the milestones in the road are there.
4. All the policemen in the road are there.

anak-anak.

A: * * *

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 17.

Drill 1

1. Lain daripada itu, apa ada di-situ?
2. Lain daripada itu, apa ada di-sana?
3. Lain daripada itu, apa ada di-pekan?
4. Lain daripada itu, apa ada di-desa?
5. Lain daripada itu, apa ada di-kebun?
6. Lain daripada itu, apa ada di-situ?

Drill 2

1. Segala tanda-tanda di-jalan semua ada di-situ.
2. Segala orang-orang di-jalan semua ada di-situ.
3. Segala batu-batu di-jalan semua ada di-situ.
4. Segala mata-mata di-jalan semua ada di-situ.

5. All the poultry in the road is there.
6. All the signs in the road are there.

1. If you have time, do bring your children along.
2. When you have time, do bring your children along.
3. As you have time, do bring your children along.
4. Since you have time, do bring your children along.
5. Whenever you have time, do bring your children along.
6. If you have time, do bring your children along.

5. Segala ayam itek di-jalan semua ada di-situ.

6. Segala tanda-tanda di-jalan semua ada di-situ.

Drill 3

1. Kalau ada lapang bawak anak-anak.

2. Bila ada lapang bawak anak-anak.

3. Kerana ada lapang bawak anak-anak.

4. Sebab ada lapang bawak anak-anak.

5. Apabila ada lapang bawak anak-anak.

6. Kalau ada lapang bawak anak-anak.

Lesson 30

TEST

Test on Unit 6

See instructions for this section in Lesson 5, page 69.

TEST ANSWERS

Lesson 5

Test on Unit 1

Translation Drill 1

1. Di-tempat saya di-daerah Dorset Road, / 'ni pun banyak, Che' Buyong, / budak-budak main layang-layang.

   At my place in the Dorset Road area, Mr. Buyong, there are also many boys playing kites.

2. Kita ingat kita waktu kechik-kechik, / awak ingat 'tak apa permainan / awak waktu kechik-kechik lagi?

   Do you remember, when we were still kids, the games you liked to play?

3. Tapi satu perkara yang mainan lama maseh ada / lagi sekarang 'ni, main sepak raga 'tu.

   But an old game which is still being played is "sepak raga."

4. Wang betul, enche'. Ini wang kerajaan. / Gaji saya. Saya terima daripada kerajaan.

   Good money, sir. This is government money. My wages. I received it from the government.

5. Enche' mahu tukar dengan wang berapa ringgit?

   You want to change into what denominations?

6. Saya mahu wang sa-puloh ringgit dua. / Dan wang lima ringgit empat. / Dan, wang satu ringgit sa-puloh, ya?

   I want ten dollar notes, two. And five dollar notes, four. And one dollar notes, ten, yes?

7. Tapi ini ada koyak sikit, enche'. / Boleh tukar wang lain ini?

   But this one is torn a bit, sir. Can I change it for another?

8. Mahu beli ikan, enche'? / Macham-macham ada ikan, enche'.

   Would you like to buy some fish, madam? There are many kinds of fish, madam.

9. Ya, nampak-nya bagus juga ikan itu. / Berapa satu kati?

   Yes, that looks like a rather good fish. How much a kati?

10. Baik-lah, beri saya satu ekor. / Timbang, ya. Timbang betul-betul.

    All right, give me one fish. Weigh it, please. Weigh it properly.

Translation Drill 2

1. Taman hiboran Singapura 'ni, macham biasa, / joget moden ada, hiboran-lah.

   As usual at the Singapore amusement park, there is modern joget, amusement, you know.

2. Saya pun lama benar-lah 'tak beronggeng, Che' Buyong.

   It has been a long time since I last danced, Mr. Buyong.

3. Tetapi, lain daripada permainan, / saperti joget, tarian barat, tarian rambong, / tarian Siam, mak inang, wayang kulit.

But there are other games, such as joget, western dancing, the rambong, the Siamese dance, court dancing, the shadow play.

4. Barang-barang di-jual dalam taman hiboran 'tu / murah-kah, mahal-kah, Che' Buyong?

Are the things sold at the amusement park cheap or expensive, Mr. Buyong?

5. Bayaran 'tak mahal, dua puloh sen saja, kalau orang besar.

It's not expensive at all, only twenty cents for an adult.

Lesson 10

Test on Unit 2

Translation Drill 1

1. Awak 'tak ka-mana besok? / Bagaimana kalau kita pergi berkelah besok?

Won't you go anywhere tomorrow? What about going for a picnic tomorrow?

2. Saya chadang Tanjong Changi. / Kita berkelah di-tepi laut.

I suggest Changi Point. We'll picnic on the beach.

3. Dan jangan lupa bawa tikar. / Sa-lain daripada itu sudu, / pisau, awak jangan lupa.

   And don't forget to bring a mat. Also a spoon and a knife, don't forget.

4. Besok sayer pasang pukul satu tengah hari. / Kalau bagitu kita pergi lekas-lah pagi besok.

   Tomorrow high tide will be at half past one. So we must go early.

5. Pukul lapan ini saya 'nak pergi mushuarat jawatan-kuasa.

   I want to go to a committee meeting at eight o'clock.

6. Pengerusi meshuarat itu, Che' Ismail Kassim. / Setia usaha-nya, Che' Daud Ahmad. / Bendahari-nya, Che' Zahara Za'aba.

   The chairman is Mr. Ismail Kassim. The secretary is Mr. Daud Ahmad. The treasurer is Mrs. Zahara Za'aba.

7. Ahli jawatankuasa itu sembilan orang. / Ada lima orang lelaki dan empat orang perempuan.

   On the committee there are nine people. Five men and four women.

8. Ia-lah meshuarat fasal hendak menyambut / hari kebangsaan Singapura.

   This meeting is to discuss the Singapore National Day celebration.

9. Kebanyakan-nya buku-buku bahasa Melayu, / tapi, buku-buku bahasa Inggeris pun ada.

   Mostly in the Malay language. But there are also books in the English language.

10. Yang sa-belah sini semua-nya buku-buku pelajaran. /

Yang sa-belah sana, buku-buku cherita.

On this side all the books are educational. On the other side are story books.

Translation Drill 2

1. Buku-buku ini kebanyakan-nya di-chap / di-Persekutuan Tanah Melayu, dan di-Singapura jugak.

   They are mostly printed in the Federation of Malaya, and also in Singapore.

2. Ada-lah anak-anak sembilang, / anak-anak gelama dua tiga ekor.

   There are young sembilang, and two or three small gelamas.

3. Di-hujong sana satu, / di-sa-belah kiri saya satu, / dan saya pegang satu.

   Down there is one, on my left is one, and I am holding one.

4. Kalau banyak dapat ikan, / saya 'nak tunggu-lah satu dua jam lagi.

   If I catch many fish, I want to stay for another one or two hours.

5. Itu saya korek dari dalam tanah / dapat-lah chaching itu, Che' Buyong.

   I dig them from the ground, Mr. Buyong.

Lesson 15

Test on Unit 3

Translation Drill 1

1. Jadi beneh-beneh pokok-pokok bunga ini, / di-mana Che' Asiah dapat 'ni?

   Then the seeds of the flowers, where did you get them?

2. Anak saya-lah kalau tengok pokok-pokok bunga bagini, / bukan main lagi gemar dia.

   If my child sees these flowers, she'll love them.

3. Kalau awak hendak, / boleh jugak ambil beneh-nya sikit. / Boleh saya bungkuskan sikit, ya?

   If you want you can take some seeds. I can wrap them for you, yes?

4. Yang punya kebun binatang di-Johor Baharu 'tu, / duli Yang Maha Mulia Sultan Johor-lah.

   The owner of the zoo is His Highness the Sultan of Johore, of course.

5. Yang saya suka tengok harimau-lah, / binatang negeri kita 'ni.

   I loved to see the tiger, the animal of this country.

6. Kena lima puloh sen. / Itu bukan apa 'tu, / untok belanja-belanja penjaga-penjaga-nya sikit-sikit.

   Fifty cents. That's not much. It's meant for the animal keepers.

7. Saya rasa jugak 'nak melawat, / dan saya 'nak bawak anak-anak saya sa-kali.

I think I shall go, and I shall bring my children, too.

8. Sebab-nya ia-lah, binaan masjid ini / letak-nya di-dalam kawasan Sultan Melayu Singapura dulu-dulu 'ni.

   Because it was built within the area once belonging to the Malay Sultan of Singapore.

9. Tiap-tiap waktu ada, tapi, yang ramai hari Juma'at.

   There are people praying at every prayer-time, but the biggest crowd is on Fridays.

10. Lebeh kurang pukul dua belas lima puloh / sampai-lah pukul satu sa-tengah.

    At about twelve-fifty, until one-thirty.

Translation Drill 2

1. Ini-lah gambar yang saya 'nak gantongkan di-rumah saya, / ia-itu gambar, Duli Yang Maha Mulia Seri Paduka Baginda / Yang Di-Pertuan Agong Persekutuan Tanah Melayu.

   This is a picture I want to hang up in my house, a picture of Malaya's Yang di-Pertuan Agong.

2. Di-kepala itu, itu-lah pakaian yang bernama tengkolok.

   The head-dress is called a tengkolok.

3. Baju-nya baju Melayu pakai samping. / Baju Malayu itu Telok Belanga chekak musang.

   The coat is a Malay baju with a sarong aroung the waist. The baju has a high collar called a Telok Belanga.

4. Itu keris yang tersisep di-pinggang-nya. / Dan itu kain samping.

It's a keris which is tucked at his waist. And that is a samping sarong.

5. Itu kain samping, dan di-atas samping 'tu ada bengkong.

   That's a samping sarong, and above it is the cummerbund.

Lesson 20

Test on Unit 4

Translation Drill 1

1. Amboi, Che' Talib, bulan 'tu ha, / tadi terang 'ni 'dah gelap 'dah sa-belah.

   Say, Mr. Talib, look at that moon. It was all bright just before, and now it's dark on one side.

2. Itu mengikut keperchayaan orang China / bulan itu di-telan ular.

   The Chinese believe that the moon is being swallowed by a snake.

3. Yang sa-benar-nya mengikut pengajaran ilmu bumi, / apa sebab-nya jadi gerhana ini?

   According to the ideas of astronomy, what is the real cause of an eclipse of the moon?

4. Bila bulan, bumi, dan matahari dudok sa-tentang, jadi-lah gerhana.

When the moon, the earth, and the sun are in a line, then the eclipse takes place.

5. Enche' mahu pakai meter, atau 'tak mahu pakai meter?

Do you want to go by meter, or not?

6. 'Tak boleh kurang, enche'. / Dari sini sampai Geylang, enam batu.

Impossible, sir. From here to Geylang is six miles.

7. Mana boleh rugi? 'Tak boleh rugi. / Bukan jauh' dekat saja.

How can you lose? You can't lose. It's not far, just nearby.

8. Saya beri sa-puloh sen lagi lebeh. / Sembilan puloh sen, sudah.

I'll give you ten cents more. Ninety cents is enough.

9. Sa-rupa jugak dengan rumah-rumah orang Melayu / di-tempat-tempat lain?

Are they the same as Malay houses at other places?

10. Itu ma'alum-lah kita orang kampong, / banyak piara ayam itek.

Since we are villagers, many raise poultry.

Translation Drill 2

1. Kawasan-nya 'tu, 'tak berapa besar, / tapi boleh-lah untok budak-budak bermain, / dan untok saya tanam pokok-pokok sikit.

Not very big, but enough for children to play about, and for me to plant a few trees.

2. Oh, suka minum teh. / Saya pula pagi-pagi suka minum kopi.

   Oh, you like tea. In the early morning I like coffee.

3. Rokok ini, saya minta ma'af-lah, Che' Mutalib. / Sebab saya 'tak merokok-lah.

   These cigarettes, excuse me, Mr. Mutalib. Because I don't smoke.

4. Dulu betul, dulu saya merokok, / tapi sekarang saya 'tak merokok lagi-lah.

   Before, before, that's right, I used to smoke, but I don't any more.

5. Kalau bagitu, bagus-lah, Che' Buyong. / Saya pun, kalau dapat saya 'nak rentikan juga.

   In that case, very good, Mr. Buyong. If possible I'd stop too.

Lesson 25

Test on Unit 5

Translation Drill 1

1. Nampak-nya bakul Che' Asiah 'ni penoh isi-nya.

   Your basket seems full of things.

2. Yang makanan pulak ada 'tu, / makanan apa agak-nya, Che' Asiah?

   The food you have, what kind of food is there, Miss Asiah?

3. Ya, saya suka rasa benar rambutan 'tu.

Yes, I'd love to taste the rambutan.

4. Rambutan Pulau Pinang, / memang mashhur, Che' Buyong.

Penang rambutan is certainly well known, Mr. Buyong.

5. Kebetulan, saya ternampak kemalangan 'tu / berlaku sa-malam, Che' Buyong.

It happened that I saw the accident yesterday, Mr. Buyong.

6. Tahu-lah budak-budak melintas jalan, Che' Buyong.

You know how it is when children cross a road, Mr. Buyong.

7. Yang melanggar 'tu sa-buah kereta. / Awak tahu-lah di-Jalan Geylang 'tu 'kan sibok.

It was a motorcar. You know how terribly busy Geylang Road is.

8. Saya harap biar-lah dia dapat selamat.

I certainly hope he will be safe.

9. Ai, Che' Talib, 'nak ka-mana awak pagi-pagi ini?

Well, Mr. Talib, where are you going so early in the morning?

10. Saya kapak lama-lah / tapi saya asah bukan main sa-malam, Che' Buyong.

My axe is an old one, but I sharpened it pretty well yesterday, Mr Buyong.

Translation Drill 2

1. Saya tengok-lah. / Ranting-ranting kayu pun chukup-lah / yang kering-kering 'tu.

   I'll see. Just dry twigs will do.

2. Hari pun nampak-nya, / 'tak 'da hujan 'ni, / panas, boleh-lah kita kerja.

   The day looks fine. There is no rain, it's hot, we can work.

3. Saya yang tengah, / dan ada adek laki-laki sa-orang.

   I am the middle one, and I have a younger brother.

4. Boleh saya pun kalau ada masa, / ingin benar 'nak berkenalan dengan keluarga, Che' Buyong.

   If I have the time, I would like to know members of your family, Mr. Buyong.

5. Saya sa-orang yang diam / dalam suatu keluarga yang ramai, Che' Mutalib.

   I am a man who lives in a big family, Mr. Mutalib.

Lesson 30

Test on Unit 6

Translation Drill 1

1. Sateh ayam ada, / sateh daging lembu ada, / daging kambing pun ada.

I have chicken satay, beef satay, and mutton.

2. Saya fikir Wak champurkan / sikit yang manis / sikit yang pedas, ya?

I think you might mix a little of each kind, yes?

3. Baik-lah, Nona. / Nona 'tak mahu bungkus, / bawak balek sama sikit?

Very good. Don't you want to take some home?

4. Buah durian 'ni Che' Mutalib / kalau kita bukan orang Tanah Melayu 'ni, / nampak-nya buah yang ganjil jugak, ya?

If we are not the people of Malaya, I think the durian is a strange fruit to us, isn't it?

5. Dan di-dalam-nya berpangsa-pangsa, / jadi sa-belum saya belah buah durian 'ni, / saya pandang duri-nya.

The fruit is divided into sections, so before I split it, I look at the thorns.

6. Saya suka 'nak tanya, / berapa tahun atau berapa lama / kita tanam pokok durian 'ni boleh makan, Che' Buyong?

I would like to ask you, how many years after planting the tree, can we eat the fruit from it, Mr. Buyong?

7. Pokok durian kalau tanam / lebeh kurang lapan tahun, / baru boleh makan buah-nya.

If we plant a durian tree, in about eight years' time, we can eat the fruit.

8. Dia suka tanah di-darat-lah. / Di-tepi laut dia 'tak suka, / di-darat, yang berbukit-bukit 'tu dia suka.

Inland soil. It doesn't like soil near the sea. In the inland the hilly land is good for it.

9. Banyak benar kueh-kueh / yang awak hidangkan untok kami 'ni, Che' Asiah.

You really serve us a lot of cakes, Miss Asiah.

10. Tepong apa yang di-gunakan / untok buat kueh-kueh 'ni, Che' Asiah?

What kind of flour do you use to make these cakes, Miss Asiah?

Translation Drill 2

1. Kueh yang di-buat dari buah-buahan ada, Che' Asiah?

Are there cakes made from fruits, Miss Asiah?

2. Jadi Che' Asiah belajar buat kueh 'ni, / belajar sendiri di-rumah-kah, / atau bersekolah, Che' Asiah?

When you learned to make these cakes, did you teach yourself at home, or did you learn at school, Miss Asiah?

3. Kedudokan-nya di-tepi laut, / angin laut berseh, / petang-petang terutama sa-kali, Che' Buyong.

It is near the sea. There's a fresh breeze, especially in the evening, Mr. Buyong.

4. Tapi, yang saya tertarek hati benar / untok anak-anak 'ni, / ada satu perkara lagi-lah, Che' Buyong.

But there is one more thing, one thing for the children that interested me most, Mr. Buyong.

5. Ada lampu merah, / semua ada, lampu hijau ada semua?

Was there the red light? Was everything there, even the green light?

End of Book II

Intermediate-Advanced Malay Refresher Course

AN INTERMEDIATE-ADVANCED LEVEL

MALAY

REFRESHER COURSE

BOOK III

PART ONE

with

Pre-recorded Tapes 1-15

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AN INTERMEDIATE - ADVANCED LEVEL

MALAY REFRESHER COURSE

BOOK III PART I

With

Pre-recorded Tapes 1-15

English Language Services, Inc.
919 Eighteenth Street, N.W.
Washington 6, D.C.

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All pre-recorded tapes of this course have been prepared for use on dual-track, language-instruction tape recorders, so that the student can record his voice on tape where required.

However, these instructional materials may also be used with single-track tape recorders or on unmodified dual-track tape recorders almost as effectively, in that the student can always repeat, if not actually record, where required.

PREFACE

Book III of "An Intermediate-Advanced Level Malay Refresher Course" consists of 30 lessons in the text material and 30 pre-recorded tapes of approximately 20 minutes in length to accompany the text. The 30 lessons and tapes are further divided into a total of 6 units containing 5 lessons and tapes per unit.

A typical unit of 5 lessons and tapes is made up of the following instructional materials:

I. Spontaneous Dialogues and Substitution Drills
II. Tests

The spontaneous dialogues and substitution Drills are contained on the first 4 tapes and in the first 4 lessons of each unit. The tests for each unit appear on each 5th tape, with answers appearing at the end of the Book.

Organization of the Lesson and Tape

I. Spontaneous Dialogues and Substitution Drills

The 4 dialogues of each unit, each appearing on one full tape of approximately 20 minutes, are in six sections:

- Dialogue for Listening
- Dialogue for Memorization
- Dialogue for Fluency
- Dialogue for Listening
- Dialogue for Participation
- Substitution Drills

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● The Dialogue for Listening is a short, spontaneously created conversation between educated and imaginative speakers of Malay. No scripts whatsoever were used in recording the Dialogue for Listening section. It was originally and spontaneously created and recorded under minimum control conditions, to afford the student of Malay an opportunity to hear generous and authentic segments of spoken Malay.

Thus, from the moment the student hears the opening lines of the Dialogue for Listening, he is eavesdropping on a Malay conversation spoken naturally and effortlessly by native Malay speakers, with none of the usual artificialities to be found in previously written-out textbook dialogues. Read instructions for this and all other sections carefully in Lesson 1 of the text.

● The Dialogue for Memorization is a repetition of the Dialogue for listening with certain pedagogical features to facilitate student memorization of the material. The longer utterances of the dialogue are divided into partials. The student will hear the native speaker repeat the partials, beginning at the end of the utterance and working cumulatively toward the beginning. The student repeats on tape all partials, building up to whole utterances.

● The Dialogue for Fluency is a further step in facilitating student memorization of the dialogue. The student now repeats on tape whole utterances after the native speaker, no longer building up to them by means of partials.

● The Dialogue for Listening permits the student to hear the original, spontaneous dialogue once again. Having completely memorized the dialogue, this time he listens to improve his pronunciation and to hear the intonation of the native Malay speakers.

● The Dialogue for Participation is an informal check-up. The student himself can now gauge the degree of his control over the material, as he tests his ability to perform each of the two roles on tape from memory.

● The Substitution Drills give the student fluency in

controlling on tape the dialogue sentences with additional variations provided by the substitution elements. The student's goal in performing these drills is to be able to say the dialogue sentences with all substitution elements without hesitation and with acceptable pronunciation.

II. Tests

The final tape of each unit is a short check-up containing 2 translation drills, based on the 4 preceding dialogues of the unit. The student is asked to listen, and immediately to provide a suitable written English translation.

English equivalents are provided for all dialogues and drills throughout the text. These are not literal translations but are contextual equivalents.

The teaching techniques used on tape are the result of the application of modern linguistic theory to language learning. The dialogues and drills have been designed to give the student maximum utilization of the materials provided. The student participates in using the materials in various ways, until he gains active control over the forms presented.

Organization of the Course as a Whole

Book III with its accompanying tapes is the 3rd Book of a Malay course consisting of 4 Books and 140 pre-recorded tapes. The materials of Book III, like Book II, are considered to be intermediate-advanced.

Detailed descriptions of Books I, II, and IV will be found in the Prefaces to those three volumes.

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All pre-recorded tapes were prepared in the studios of Radio Singapore, through an arrangement with the Ministry of Culture.

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Unit 1

Lessons 1-5

A TRAIN TRIP

A: Well, Mr. Talib, you are boarding the train, too, tonight?

B: Yes, I am boarding the train, too, Mr. Buyong.

A: Have you bought a ticket?

B: Yes, I have.

A: What class?

B: I bought a second class ticket. And you?

A: Ah, I bought a second class ticket too, uh, same as you, yes?

Lesson 1

NAIK KERETA-API

I. *Dialogue for Listening*

This is a spontaneous conversation between educated and imaginative speakers of Malay. No scripts were used in recording. The result is natural spoken Malay.

Thus, the Dialogue for Listening is always an authentic sample of Malay as it is spoken, not written, by well-educated native Malay speakers.

This section is for oral comprehension. The student should follow this dialogue in his text as he listens to it on tape, until such time as he can dispense with the text and understand everything from the tape alone.

A: Ai, Che' Talib, awak pun 'nak naik kereta api jugak, malam ini?

B: Ya, saya pun 'nak naik kereta api jugak, Che' Buyong.

A: Awak 'dah beli teket?

B: 'Dah, saya 'dah beli.

A: Teket nombor berapa?

B: Saya beli teket nombor dua. Awak?

A: Ah, saya pun teket nombor dua jugak, eh, sama-

B: Have you got a berth, Mr. Buyong?

A: I have, I have. Uh, my berth is number fourteen.

B: Uh, my berth is number sixteen.

A: Ah, we'll be opposite each other, then.

B: Ah, we'll be able to chat tonight, won't we, Mr. Buyong?

A: Yes, we'll be able to chat tonight. We'll sleep late on the train, though, won't we?

B: Ha, ha. Uh . . . What time do you think we'll arrive in Kuala Lumpur tomorrow morning?

A: Uh, if the train leaves at ten o'clock tonight, it will, as usual, arrive in Kuala Lumpur at seven-thirty tomorrow morning.

B: Why are you going to Kuala Lumpur, Mr. Buyong?

A: I, I'm . . . attending a committee meeting on schools broadcasting, on radio broadcasting for schools.

B: Mm, mm.

A: And why are you going to Kuala Lumpur?

B: I'm waiting for my wife. She's coming down from Penang.

A: Oh.

B: We are meeting in Kuala Lumpur.

A: Ah, and you'll return to Singapore together?

lah, ya?

B: Ada awak dapat tempat tidor, Che' Buyong?

A: Ada, ada. Eh, tempat tidor saya nombor empat belas.

B: Eh, tempat tidor saya nombor enam belas.

A: Ah, jadi sama sa-tentang-lah kita.

B: Ah, dapat-lah kita berbual-bual malam 'ni, ya, Che' Buyong, ya?

A: Dapat-lah kita bual malam ini, ya. Lambat-lah tidor dalam kereta api, ya?

B: Ha, ha. Eh . . . Pukul berapa agak-nya besok pagi kita sampai di-Kuala Lumpur?

A: Eh, kalau kereta-api 'ni bertolak pukul sa-puloh malam ini, biasa-nya pukul tujoh sa-tengah pagi besok, sampai-lah ka-Kuala Lumpur.

B: Jadi apa hal awak ka-Kuala Lumpur, Che' Buyong?

A: Saya, hal saya . . . meshuarat jawatankuasa siaran sekolah, siaran radio ka-sekolah-sekolah.

B: Mm, mm.

A: Awak apa pulak hal pergi Kuala Lumpur?

B: Saya 'ni 'nak menunggu isteri saya, datang dari Pulau Pinang.

A: Oh.

B: 'Nak berjumpa-lah di-Kuala Lumpur.

A: Ah, jadi balek sama-sama ka-Singapura-lah?

B: Yes, together.

A: Very good, let's board the train.

B: Fine.

B: Ya, balek sama-sama.

A: Baik-lah, mari kita naik kereta api.

B: Elok-lah.

II. *Dialogue for Memorization*

There is some variation between the Dialogue for Listening and the Dialogue for Memorization. These variations consist of the occasional omission of a word or phrase in the Dialogue for Memorization. Where they occur, these omissions are intended to facilitate student memorization of the dialogue.

Now begin memorizing the dialogue you have just heard by repeating it on tape in the build-up section that follows. You will observe that the longer utterances of the dialogue are now divided into partials. These partials are then built up cumulatively. Shorter utterances are repeated without being divided into partials.

An important pedagogical feature of the build-up section that follows is that in the longer utterances, the ones divided by the speaker into partials, the student will hear the speaker beginning his build-up with the last partial and working, always cumulatively, toward the first one.

Let us build up one of the longer utterances of the dialogue as an example of what the student will hear and do on tape. This utterance contains three partials. The speaker begins, and the student repeats on tape:

--- sampai-lah ka-Kuala Lumpur.

The speaker continues, and the student repeats:

--- biasa-nya pukul tujoh sa-tengah pagi
besok, sampai-lah ka-Kuala Lumpur.

The speaker continues, and the student repeats:

- Kalau kereta-api 'ni bertolak pukul sa-puloh malam ini, biasa-nya pukul tujoh sa-tengah pagi besok, sampai-lah ka-Kuala Lumpur.

The speaker now gives the complete utterance again, and the student repeats:

- Kalau kereta-api 'ni bertolak pukul sa-puloh malam ini, biasa-nya pukul tujoh sa-tengah pagi besok, sampai-lah ka-Kuala Lumpur.

The student will observe that this repetition of the complete utterance on tape does not appear in the text the second time.

Repeat this section on tape until you are able to build up all the partials to whole utterances without using your text.

A: --- malam ini?
- Ai, Che' Talib, awak pun 'nak naik kereta api jugak, malam ini?

B: ● Ya, saya pun 'nak naik kereta api jugak, Che' Buyong.

A: ● Awak 'dah beli teket?

B: ● 'Dah, saya 'dah beli.

A: ● Teket nombor berapa?

B: ● Saya beli teket nombor dua. Awak?

A: ● Saya pun teket nombor dua jugak, sama-lah, ya?

B: ● Ada awak dapat tempat tidor, Che' Buyong?

A: ● Ada, ada. Tempat tidor saya nombor empat belas.

B: ● Tempat tidor saya nombor enam belas.

A: ● Ah, jadi sama sa-tentang-lah kita.

B: --- malam 'ni, ya, Che' Buyong, ya?
● Ah, dapat-lah kita berbual-bual malam 'ni, ya, Che' Buyong, ya?

A: --- Lambat-lah tidor dalam kereta api, ya?
● Dapat-lah kita bual malam ini, ya. Lambat-lah tidor dalam kereta api, ya?

B: --- sampai di-Kuala Lumpur?
● Pukul berapa agak-nya besok pagi kita sampai di-Kuala Lumpur?

A: --- sampai-lah ka-Kuala Lumpur.
--- biasa-nya pukul tujoh sa-tengah pagi besok, sampai-lah ka-Kuala Lumpur.
● Kalau kereta-api 'ni bertolak pukul sa-puloh malam ini, biasa-nya pukul tujoh sa-tengah pagi besok, sampai-lah ka-Kuala Lumpur.

B: ● Jadi apa hal awak ka-Kuala Lumpur, Che' Buyon

A: --- siaran radio ka-sekolah-sekolah.
- Hal saya, meshuarat jawatankuasa siaran sekolah, siaran radio ka-sekolah-sekolah.
- Awak apa pulak hal pergi Kuala Lumpur?

B: --- datang dari Pulau Pinang.
- Saya 'ni 'nak menunggu isteri saya, datang dari Pulau Pinang.
- 'Nak berjumpa-lah di-Kuala Lumpur?

A: ● Jadi balek sama-sama ka-Singapura-lah?

B: ● Ya, balek sama-sama.

A: ● Baik-lah, mari kita naik kereta api.

B: ● Elok-lah.

III. *Dialogue for Fluency*

The section that follows is a further step in helping you memorize the dialogue. By now you should be ready to repeat the longer utterances of the dialogue completely, without building up to each whole sentence. Do not attempt this step in learning the dialogue until the Dialogue for Memorization has been mastered.

Turn back in your text to the Dialogue for Memorization. You will observe that those utterances marked by large dots (●) are the complete utterances. In the section that follows, you

will hear and repeat on tape each of these complete utterances.

Repeat this section on tape until you can repeat complete utterances without using your text.

IV. *Dialogue for Listening*

This is the same dialogue heard at the beginning of the tape. First, you listened for comprehension as you followed it in your text. Now that you have memorized the dialogue, in addition to having been provided with English contextual equivalents, there should be no oral comprehension difficulties.

Therefore, listen this time for intonation — that is, the music of the utterances. Try to retain the intonation patterns in performing the speakers' roles in the next section, Dialogue for Participation.

By now, you should be able to listen to this section again without using your text.

V. *Dialogue for Participation*

Having completely memorized the dialogue by repeating over and over again the previous sections, you should now be ready to enjoy testing your own ability to perform the roles of the two speakers in this section.

With each Dialogue for Participation throughout this

Book, there will be two readings of the dialogue on tape. In the first reading, you will play the role of the second speaker. In the second reading that immediately follows, you will take the part of the first speaker.

In those dialogues containing three speakers, you will perform the roles of the two male speakers only. As in the dialogues containing only two speakers, you will perform, in the first reading, the part of the second male speaker; in the second reading, the role of the first male speaker.

As soon as you are able to perform on tape both speaking parts of the dialogue without referring to the Book, and with acceptable pronunciation, you may consider that you have achieved control of the dialogue, and that you are ready for the Substitution Drills that conclude the lesson.

However, do not forget that achieving control of the dialogue lesson can mean many things more than merely the ability to memorize and perform the speakers' roles. Once you have completely memorized the dialogue and can successfully perform the roles of the speakers without using your Book, you can work toward perfecting your pronunciation and intonation.

A: Ai, Che' Talib, awak pun 'nak naik kereta api jugak, malam ini?

B: * * *

A: Awak 'dah beli teket?

B: * * *

A: Teket nombor berapa?

B: * * *

A: Saya pun teket nombor dua jugak, sama-lah, ya?

B: * * *

A: Ada, ada. Tempat tidor saya nombor empat belas.

B: * * *

A: Ah, jadi sama sa-tentang-lah kita.

B: * * *

A: Dapat-lah kita bual malam ini, ya. Lambat-lah tidor dalam kereta api, ya?

B: * * *

A: Kalau kereta-api 'ni bertolak pukul sa-puloh malam ini, biasa-nya pukul tujoh sa-tengah pagi besok, sampai-lah ka-Kuala Lumpur.

B: * * *

A: Hal saya, meshuarat jawatankuasa siaran sekolah, siaran radio ka-sekolah-sekolah. Awak apa pulak hal pergi Kuala Lumpur?

B: * * *

A: Jadi balek sama-sama ka-Singapura-lah?

B: * * *

A: Baik-lah, mari kita naik kereta api.

B: * * *

A: * * *

B: Ya, saya pun 'nak naik kereta api jugak, Che' Buyong.

A: * * *

B: 'Dah, saya 'dah beli.

A: * * *

B: Saya beli teket nombor dua. Awak?

A: * * *

B: Ada awak dapat tempat tidor, Che' Buyong?

A: * * *

B: Tempat tidor saya nombor enam belas.

A: * * *

B: Ah, dapat-lah kita berbual-bual malam 'ni, ya, Che' Buyong, ya?

A: * * *

B: Pukul berapa agak-nya besok pagi kita sampai di-Kuala Lumpur?

A: * * *

B: Jadi apa hal awak ka-Kuala Lumpur, Che' Buyong?

A: * * *

B: Saya 'ni 'nak menunggu isteri saya, datang dari Pulau Pinang. 'Nak berjumpa-lah di-Kuala Lumpur?

A: * * *

B: Ya, balek sama-sama.

A: * * *

B: Elok-lah.

VI. *Substitution Drills*

Listen to and repeat the first sentence of the drill on tape. Your voice will be followed by a low voice on the tape to correct any mistakes in your utterance. Then you will immediately hear a word or phrase that you are to substitute into the original sentence. Without hesitating, say the entire sentence again, this time with the new element in place of an element in the original sentence. You will again be corrected. You will then hear another element for substitution. Repeat the entire sentence again, dropping the old element and including the new element in its place.

You should go through these Substitution Drills frequently. They are designed to give you fluency in controlling sentences of the dialogues with additional variations provided by the substitution elements. Notice that the basic structure of a sentence does not change in these drills.

There are three Substitution Drills in each dialogue lesson. Your goal in performing these drills is to be able to say the sentences with their substitution elements without hesitation and with acceptable pronunciation You will notice that the time allotted on tape is just long enough for you to say the sentence. No time is provided for hesitation. When you can say these drill

1. Yes, I am boarding the train, too.
2. Yes, you are boarding the train, too.
3. Yes, we are boarding the train, too.
4. Yes, they are boarding the train, too.
5. Yes, Salmah is boarding the train, too.
6. Yes, I am boarding the train, too.

1. Have you bought a ticket?
2. Have you bought a pencil?
3. Have you bought anything?
4. Have you bought a ruler?
5. Have you bought any ink?
6. Have you bought a ticket?

sentences with ease, you should continue to do the Substitution Drills, now concentrating on pronouncing the sentences exactly like the Malay voices on tape. Only then are you ready for the next lesson.

Use your Book in the beginning, but as in everything you do throughout this course, learn as soon as possible to do what is required without your Book.

Drill 1

1. Ya, saya pun 'nak naik kereta-api jugak.
2. Ya, awak pun 'nak naik kereta-api jugak.
3. Ya, kami pun 'nak naik kereta-api jugak.
4. Ya, mereka pun 'nak naik kereta-api jugak.
5. Ya, Salmah pun 'nak naik kereta-api jugak.
6. Ya, saya pun 'nak naik kereta-api jugak.

Drill 2

1. Awak 'dah beli teket?
2. Awak 'dah beli pensil?
3. Awak 'dah beli barang?
4. Awak 'dah beli kayu penggaris?
5. Awak 'dah beli da'wat?
6. Awak 'dah beli teket?

1. We'll be able to chat tonight, won't we?
2. We'll be able to see tonight, won't we?
3. We'll be able to eat tonight, won't we?
4. We'll be able to go for a walk tonight, won't we?
5. We'll be able to have a feast tonight, won't we?
6. We'll be able to chat tonight, won't we?

Drill 3

1. Dapat-lah kita berbual-bual malam 'ni, ya.
2. Dapat-lah kita tengok malam 'ni, ya.
3. Dapat-lah kita makan-makan malam 'ni, ya.
4. Dapat-lah kita berjalan-jalan malam 'ni, ya.
5. Dapat-lah kita mengadakan jamuan malam 'ni, ya.
6. Dapat-lah kita berbual-bual malam 'ni, ya.

PADI

A: Mr. Mutalib, do you know anything about padi planting?

B: Yes, Mr. Buyong.

A: How is it that you know about padi planting, Mr. Mutalib?

B: Because I'm from Kedah.

A: Uh . . .

B: And in Kedah there are many padi fields, Mr. Buyong.

A: Then in the Federation of Malaya, where is the largest amount of rice produced?

B: In Kedah.

A: The other states, too, I think.

B: Yes, In Perak.

A: Ah, in Perak, if I am not mistaken, in the Krian and Sungai Manek districts, isn't it?

B: Yes, that's right, Mr. Buyong.

A: Uh, what's the best padi in Kedah?

Lesson 2

PADI

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Che' Mutalib, tahu fasal bersawah padi?

B: Tahu jugak, Che' Buyong.

A: Apa fasal Che' Mutalib tahu sawah-sawah padi?

B: Sebab saya datang dari Kedah.

A: Eh . . .

B: Dan di-Kedah memang banyak sawah padi, Che' Buyong.

A: Jadi dalam Persekutuan Tanah Malayu 'ni, di-mana yang banyak sa-kali mengeluarkan padi?

B: Di-Negeri Kedah.

A: Negeri-negeri lain pun ada jugak saya rasa?

B: Ya, ada. Di-Perak pun ada.

A: Ah, di-Perak 'tu kalau saya 'tak salah, di-Kerian dan di-Sungai Manek bukan?

B: Ya, betul, Che' Buyong.

A: Eh, apa padi yang baik sa-kali di-Negeri Kedah?

B: In Kedah?

A: The name?

B: The best padi is, uh, Mayang Mengurai.

A: Mm. How much padi can we get from one relong of padi field in Kedah, Mr. Mutalib?

B: In a relong, if the seeds are good, and the soil is good, we can get about three or four kunchas.

A: Mostly people of what nationality work in the padi fields in Kedah?

B: Mostly Malays.

A: The Kedah Malays themselves, yes?

B: Yes, mostly.

A: Uh, then for the husking, where is the padi sent to? Where is it sent?

B: It is sent to the mills in town or to mills belonging to village cooperatives.

A: Good. Thank you.

B: Di-Negeri Kedah?

A: Nama?

B: Padi yang baik sa-kali, eh, Mayang Mengurai.

A: Mm. Berapa banyak boleh dapat padi, dalam satu relong sawah di-Kedah, Che' Mutalib?

B: Dalam satu relong, kalau padi yang baik, dan tanah yang baik, boleh di-antara tiga sampai empat kuncha.

A: Orang bangsa apa yang banyak bersawah padi di-Negeri Kedah?

B: Yang banyak sa-kali, ia-lah orang-orang Melayu.

A: Orang-orang Melayu Kedah sendiri-lah, ya?

B: Ya, terutama sa-kali.

A: Eh, kemudian bila 'nak di-kelang padi 'tu, di-mana di-hantarkan? Ka-mana di-hantarkan?

B: Di-hantar kakelang-kelang di-bandar-bandar, atau kelang-kelang yang ada kelang-kelang sharikat di-kampong-kampong.

A: Baik. Terima kaseh.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: ● Che' Mutalib, tahu fasal bersawah padi?

B: ● Tahu jugak, Che' Buyong.

A: ● Apa fasal Che' Mutalib tahu sawah-sawah padi?

B: --- Dan di-Kedah memang banyak sawah padi, Che' Buyong.
● Sebab saya datang dari Kedah. Dan di-Kedah memang banyak sawah padi, Che' Buyong.

A: --- di-mana yang banyak sa-kali mengeluarkan padi?
● Jadi dalam Persekutuan Tanah Melayu 'ni, di-mana yang banyak sa-kali mengeluarkan padi?

B: ● Di-Negeri Kedah.

A: ● Negeri-negeri lain pun ada jugak saya rasa?

B: ● Ya, ada. Di-Perak pun ada.

A: --- di-Kerian dan di-Sungai Manek bukan?
● Di-Perak 'tu kalau saya 'tak salah, di-Kerian dan di-Sungai Manek bukan?

B: ● Ya, betul, Che' Buyong.

A: ● Apa padi yang baik sa-kali di-Negeri Kedah?

B: ● Padi yang baik sa-kali, Mayang Mengurai.

A: --- dalam satu relong sawah di-Kedah,

Che' Mutalib?

- Berapa banyak boleh dapat padi dalam satu relong sawah di-Kedah, Che' Mutalib?

B: --- boleh di-antara tiga sampai empat kuncha.
--- kalau padi yang baik, dan tanah yang baik, boleh di-antara tiga sampai empat kuncha.

- Dalam satu relong, kalau padi yang baik, dan tanah yang baik, boleh di-antara tiga sampai empat kuncha.

A: --- yang banyak bersawah padi di-Negeri Kedah?

- Orang bangsa apa yang banyak bersawah padi di-Negeri Kedah?

B: - Yang banyak sa-kali, ia-lah orang-orang Melayu.

A: --- di-mana di-hantarkan? Ka-mana di hantarkan?
--- Kemudian bila 'nak di-kelang padi 'tu, di-mana di-hantarkan? Ka-mana di-hantarkan?

- Orang-orang Melayu Kedah sendiri-lah, ya? Kemudian bila 'nak di-kelang padi 'tu, di-mana di-hantarkan? Ka-mana di-hantarkan?

B: --- yang ada kelang-kelang sharikat di-kampong-kampong.
--- atau kelang-kelang yang ada kelang-kelang sharikat di-kampong-kampong.

- Di-hantar ka-kelang-kelang di-bandar-bandar, atau kelang-kelang yang ada kelang-kelang

sharikat di-kampong-kampong.

A: ● Baik. Terima kaseh.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Che' Mutalib, tahu fasal bersawah padi?

B: * * *

A: Apa fasal Che' Mutalib tahu sawah-sawah padi?

B: * * *

A: Jadi dalam Persekutuan Tanah Melayu 'ni, di-mana yang banyak sa-kali mengeluarkan padi?

B: * * *

A: Negeri-negeri lain pun ada jugak saya rasa?

B: * * *

A: Di-Perak 'tu kalau saya 'tak salah, di-Kerian dan di-Sungai Manek bukan?

B: * * *

A: Apa padi yang baik sa-kali di-Negeri Kedah?

B: * * *

A: Berapa banyak boleh dapat padi dalam satu relong sawah di-Kedah, Che' Mutalib?

B: * * *

A: Orang bangsa apa yang banyak bersawah padi di-Negeri Kedah?

B: * * *

A: Orang-orang Melayu Kedah sendiri-lah, ya? Kemudian bila 'nak di-kelang padi 'tu, di-mana di-hantarkan? Ka-mana di-hantarkan?

B: * * *

A: Baik. Terima kaseh.

A: * * *

B: Tahu jugak, Che' Buyong.

A: * * *

B: Sebab saya datang dari Kedah. Dan di-Kedah memang banyak sawah padi, Che' Buyong.

A: * * *

B: Di-Negeri Kedah.

A: * * *

B: Ya, ada. Di-Perak pun ada.

A: * * *

B: Ya, betul, Che' Buyong.

A: * * *

B: Padi yang baik sa-kali, Mayang Mengurai.

A: * * *

B: Dalam satu relong, dalau padi yang baik, dan tanah yang baik, boleh di-antara tiga sampai empat kuncha.

A: * * *

B: Yang banyak sa-kali, ia-lah orang-orang Melayu.

A: * * *

B: Di-hantar ka-kelang-kelang di-bandar-bandar, atau kelang-kelang yang ada kelang-kelang sharikat di-kampong-kampong.

A: * * *

1. Because I am from Kedah.
2. Because I am from Perak.
3. Because I am from Trengganu.
4. Because I am from Pahang.
5. Because I am from Perlis.
6. Because I am from Kedah.

1. The other states, too, I think.
2. These states, too, I think.
3. Those states, too, I think.
4. Our states, too, I think.
5. Their states, too, I think.
6. The other states, too, I think.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Sebab saya datang dari Kedah.
2. Sebab saya datang dari Perak.
3. Sebab saya datang dari Trengganu.
4. Sebab saya datang dari Pahang.
5. Sebab saya datang dari Perlis.
6. Sebab saya datang dari Kedah.

Drill 2

1. Negeri-negeri lain pun ada jugak saya rasa?
2. Negeri-negeri ini pun ada jugak saya rasa?
3. Negeri-negeri itu pun ada jugak saya rasa?
4. Negeri-negeri kita pun ada jugak saya rasa?
5. Negeri-negeri mereka pun ada jugak saya rasa?
6. Negeri-negeri lain pun ada jugak saya rasa?

1. We can get about three or four kunchas.
2. We can get about three or four yards.
3. We can get about three or four feet.
4. We can get about three or four miles.
5. We can get about three or four inches.
6. We can get about three or four kunchas.

Drill 3

1. Boleh di-antara tiga sampai empat kuncha.
2. Boleh di-antara tiga sampai empat ela.
3. Boleh di-antara tiga sampai empat kaki.
4. Boleh di-antara tiga sampai empat batu.
5. Boleh di-antara tiga sampai empat inchi.
6. Boleh di-antara tiga sampai empat kuncha.

THE EAST COAST

A: I heard that you have just returned from a vacation. Where did you go, Mr. Buyong?

B: To the east coast of the Malay Peninsula, Mr. Mutalib.

A: What states are on the east coast, Mr. Buyong?

B: Eh, the east coast of Johore, Pahang, Trengganu, and Kelantan.

A: How did you go, Mr. Buyong?

B: By car, through the new road, the Endau Road.

A: Oh, is it already completed?

B: Yes, it is already completed.

A: How far did you go, Kelantan?

B: Eh, right up to Kelantan, of course.

A: In Kelantan . . . is the town big, Mr. Buyong?

B: Quite big, but certainly not as big as Singapore.

Lesson 3

PANTAI TIMOR

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Saya dengar awak balek dari makan angin, ka-mana awak, Che' Buyong?

B: Ka-pantai timor, Semenanjong Tanah Melayu, Che' Mutalib.

A: Negeri-negeri mana yang termasok dalam daerah pantai timor, Che' Buyong?

B: Eh, Johor pantai timor, Pahang, Terengganu, Kelantan.

A: Awak pergi dengan apa, Che' Buyong?

B: Dengan motokar jalan baru 'ni, Jalan Endau 'ni.

A: Ah, 'dah siap, ya?

B: 'Dah siap.

A: Sampai ka-mana awak pergi, Kelantan?

B: Eh, sampai ka-Kelantan-lah.

A: Di-Kelantan 'tu . . . besar 'tak bandar-nya, Che' Buyong?

B: Boleh-lah, boleh-lah, eh, besar juga-lah, tapi

A: Ah, ha. Most of the people there are from which community, Mr. Buyong?

B: Most of the people there are Malays, Mr. Mutalib.

A: Oh, oh.

B: And their market is good.

A: Are they all Malays?

B: Uh, mostly Malays, and most of the people in the market are women.

A: Oh, oh. What are their clothes like, Mr. Buyong?

B: Just like ours here, but their menfolk have a piece of cloth tied around their heads.

A: Oh, what do you call that piece of cloth, Mr. Buyong?

B: The "semutar" cloth, the Kelantan people call it.

A: The "semutar" cloth?

B: Uh . . .

A: Uh, about the language, what language do the Kelantan people speak, Mr. Buyong?

B: The language they use is the same as ours . . .

A: The same?

B: But their colloquial language is slightly different. For instance, for "jalan" they say "jalang."

tidak-lah sampai sa-besar, Singapura.

A: Ah, ha. Orang-nya kebanyakan orang apa, Che' Buyong?

B: Kebanyakan di-sana orang Melayu, Che' Mutalib.

A: Oh, oh.

B: Dan pasar-nya bagus.

A: Orang Melayu semua?

B: Eh, banyak orang Melayu, terutama perempuan di-pasar-pasar 'tu yang banyak.

A: Oh, oh. Pakaian dia orang macham mana, Che' Buyong?

B: Pakaian macham kita di-sini jugak, tetapi, bagi pehak laki-laki-nya, di-kepala-nya ada berbelit-lah kain.

A: Oh, apa nama kain 'tu pulak, Che' Buyong?

B: Kain semutar, kata orang Kelantan.

A: Kain semutar?

B: Eh . . .

A: Eh, berkenaan dengan bahasa, bahasa macham mana di-gunakan oleh orang-orang Kelantan 'tu, Che' Buyong?

B: Bahasa, bahasa persekolahan-nya sama . . .

A: Sama?

B: Tapi bahasa pertutoran hari-hari lain sikit-lah, macham "jalan" di-kata "jalang."

A: Mm, mm.

B: For "makan" they say "makang."

A: Oh.

B: "Kechek-kechek" means chit-chatting.

A: So they turn "n" into "n-g."

B: Ah, ah. It is in Trengganu that the "g" is stressed most. In Kelantan it is not so.

A: In short, the language is the same.

B: But the Malays there are very diligent.

A: Mm, mm.

B: "Makan" di-kata "makang."

A: Oh.

B: "Kechek-kechek" 'tu berbual-lah.

A: Jadi "n" 'tu, di-jadikan "n-g."

B: Ah, ah. Kebanyakan, eh, yang terutama-nya, di-Terengganu yang kuat "g" nya, di-Kelantan 'tak berapa sangat.

A: Pendek-nya bahasa sama-lah.

B: Tapi orang Melayu sana rajin-rajin.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- ka-mana awak, Che' Buyong?
● Saya dengar awak balek dari makan angin, ka-mana awak, Che' Buyong?

B: ● Ka-pantai timor, Semenanjong Tanah Melayu, Che' Mutalib.

A: --- yang termasok dalam daerah pantai timor, Che' Buyong?
● Negeri-negeri mana yang termasok dalam daerah pantai timor, Che' Buyong?

B: ● Johor pantai timor, Pahang, Terengganu, Kelantan.

A: ● Awak pergi dengan apa, Che' Buyong?

B: ● Dengan motokar jalan baru 'ni, Jalan Endau 'ni.

A: ● Ah, 'dah siap, ya?

B: ● 'Dah siap.

A: ● Sampai ka-mana awak pergi, Kelantan?

B: ● Sampai ka-Kelantan-lah.

A: --- besar 'tak bandar-nya, Che' Buyong?
● Di-Kelantan 'tu, besar 'tak bandar-nya, Che' Buyong?

B: --- tapi tidak-lah sampai sa-besar, Singapura.
● Boleh-lah, besar juga-lah, tapi tidak-lah sampai sa-besar, Singapura.

A: ● Orang-nya kebanyakan orang apa, Che' Buyong?

B: ● Kebanyakan di-sana orang Melayu, Che' Mutalib.
● Dan pasar-nya bagus.

A: ● Orang Melayu semua?

B: --- terutama perempuan di-pasar-pasar 'tu yang banyak.

● Banyak orang Melayu, terutama perempuan di-pasar-pasar 'tu yang banyak.

A: ● Oh. Pakaian dia orang macham mana, Che' Buyong?

B: --- di-kepala-nya ada berbelit-lah kain.
--- tetapi, bagi pehak laki-laki-nya, di-kepala-nya ada berbelit-lah kain.

● Pakaian macham kita di-sini jugak, tetapi, bagi pehak laki-laki-nya, di-kepala-nya ada berbelit-lah kain.

A: ● Apa nama kain 'tu pulak, Che' Buyong?

B: ● Kain semutar, kata orang Kelantan.

A: --- oleh orang-orang Kelantan 'tu, Che' Buyong?
--- bahasa macham mana di-gunakan oleh orang-orang Kelantan 'tu, Che' Buyong?

● Berkenaan dengan bahasa, bahasa macham mana di-gunakan oleh orang-orang Kelantan 'tu, Che' Buyong?

B: --- macham "jalan" di-kata "jalang."
--- Tapi bahasa pertutoran hari-hari lain sikit-lah, macham "jalan" di-kata "jalang."

● Bahasa persekolahan-nya sama. Tapi bahasa pertutoran hari-hari lain sikit-lah, macham "jalan" di-kata "jalang."
● "Makan" di-kata "makang."
● "Kechek-kechek" 'tu berbual-lah.

A: ● Jadi "n" 'tu, di-jadi[illegible]an "n-g."

B: --- di-Kelantan 'tak berapa sangat.
--- di-Terengganu tang kuat "g" nya, di-Kelantan 'tak berapa sangat.
● Kebanyakan yang terutama-nya, di-Terengganu yang kuat "g" nya, di-Kelantan 'tak berapa sangat.

A: ● Pendek-nya bahasa sama-lah.

B: ● Tapi orang Melayu sana rajin-rajin.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Saya dengar awak balek dari makan angin, ka-mana awak, Che' Buyong?

B: * * *

A: Negeri-negeri mana yang termasok dalam daerah pantai timor, Che' Buyong?

B: * * *

A: Awak pergi dengan apa, Che' Buyong?

B: * * *

A: Ah, 'dah siap, ya?

B: * * *

A: Sampai ka-mana awak pergi, Kelantan?

B: * * *

A: Di-Kelantan 'tu, besar 'tak bandar-nya, Che' Buyong?

B: * * *

A: Orang-nya kebanyakan orang apa, Che' Buyong?

B: * * *

A: Orang Melayu semua?

B: * * *

A: Oh. Pakaian dia orang macham mana, Che' Buyong?

B: * * *

A: Apa nama kain 'tu pulak, Che' Buyong?

B: * * *

A: Berkenaan dengan bahasa, bahasa macham mana di-gunakan oleh orang-orang Kelantan 'tu, Che' Buyong?

B: * * *

A: Jadi "n" 'tu, di-jadikan "n-g."

B: * * *

A: Pendek-nya bahasa sama-lah.

B: * * *

A: * * *

B: Ka-pantai timor, Semenanjong Tanah Melayu, Che' Mutalib.

A: * * *

B: Johor pantai timor, Pahang, Terengganu, Kelantan.

A: * * *

B: Dengan motokar jalan baru 'ni, Jalan Endau 'ni.

A: * * *

B: 'Dah siap.

A: * * *

B: Sampai ka-Kelantan-lah.

A: * * *

B: Boleh-lah, besar juga-lah, tapi tidak-lah sampai sa-besar, Singapura.

A: * * *

B: Kebanyakan di-sana orang Melayu, Che' Mutalib. Dan pasar-nya bagus.

A: * * *

B: Banyak orang Melayu, terutama perempuan di-pasar-pasar 'tu yang banyak.

A: * * *

B: Pakaian macham kita di-sini jugak, tetapi, bagi pehak laik-laki-nya, di-kepala-nya ada berbelit-lah kain.

A: * * *

B: Kain semutar, kata orang Kelantan.

A: * * *

B: Bahasa persekolahan-nya sama. Tapi bahasa per-tutoran hari-hari lain sikit-lah, macham "jalan" di-kata "jalang." "Makan" di-kata "makang." "Kechek-kechek" 'tu berbual-lah.

A: * * *

1. How far did you go, Kelantan?
2. How far did you go, Kedah?
3. How far did you go, Negeri Sembilan?
4. How far did you go, Pahang?
5. How far did you go, Trengganu?
6. How far did you go, Kelantan?

1. And their market is good.
2. And their market is clean.
3. And their market is busy.

B: Kebanyakan yang terutama-nya, di-Terengganu yang kuat "g" nya, di-Kelantan 'tak berapa sangat.

A: * * *

B: Tapi orang Melayu sana rajin-rajin.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Sampai ka-mana awak pergi, Kelantan?
2. Sampai ka-mana awak pergi, Kedah?
3. Sampai ka-mana awak pergi, Negeri Sembilan?
4. Sampai ka-mana awak pergi, Pahang?
5. Sampai ka-mana awak pergi, Terengganu?
6. Sampai ka-mana awak pergi, Kelantan?

Drill 2

1. Dan pasar-nya bagus.
2. Dan pasar-nya berseh.
3. Dan pasar-nya sibok.

4. And their market is not busy.
5. And their market is big.
6. And their market is good.

1. What do you call that piece of cloth, Mr. Buyong?
2. What do you call that shawl, Mr. Buyong?
3. What do you call that dress, Mr. Buyong?
4. What do you call that shirt, Mr. Buyong?
5. What do you call that sari, Mr. Buyong?
6. What do you call that piece of cloth, Mr. Buyong?

4. Dan pasar-nya 'tak sibok.

5. Dan pasar-nya besar.

6. Dan pasar-nya bagus.

Drill 3

1. Apa nama kain 'tu pulak, Che' Buyong?

2. Apa nama selendang 'tu pulak, Che' Buyong?

3. Apa nama baju 'tu pulak, Che' Buyong?

4. Apa nama kemeja 'tu pulak, Che' Buyong?

5. Apa nama sari 'tu pulak, Che' Buyong?

6. Apa nama kain 'tu pulak, Che' Buyong?

A LOST CHILD

A: Oh, oh. . . . Where's our child? He hasn't come back from school, Mr. Talib?

B: Oh, I don't know. His elder brother has come back. . . . Uh, you haven't seen our child, Mr. Buyong?

C: Yes. I saw him just now, Mr. Talib. On that road . . . on Bukit Timah Road, there.

A: Mr. Buyong, which road did you take just now?

C: That one, there. Bukit Timah Road. I saw him with his friends.

A: It's funny that he's not here yet. What time is it now?

B: This is what worries me, Mr. Buyong.

C: Yes, here . . . we . . . There are many cars here in Singapore.

A: Yes, of course.

C: Last night . . .

A: There are many accidents.

Lesson 4

ANAK YANG HILANG

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Eh, eh. . . . Mana anak kita, 'tak pulang-pulang dari sekolah sampai sekarang, Che' Talib?

B: Hai, entah-lah. Abang-nya 'dah balek. . . . Eh, awak 'tak nampak anak kami, Che' Buyong?

C: Ada. Saya nampak tadi, Che' Talib. Itu ha di-Jalan . . . di-Jalan Bukit Timah itu.

A: Che' Buyong, ikut jalan dari mana tadi datang?

C: Itu-lah, jalan di-Bukit Timah itu. Saya nampak dia dengan kawan-kawan-nya.

A: Itu-lah 'tak patut dia 'tak tiba sekarang. Ini 'dah pukul berapa ini?

B: Ini-lah yang membimbangkan saya, Che' Buyong.

C: Ia-lah, ini . . . kita . . . Kereta di-Singapura ini banyak.

A: Ia. Tahu-tahu-lah.

C: Sa-malam . . .

A: Kemalangan banyak.

C: Last night there was an accident, a girl hit by a motorcar, there on Bukit Timah Road.

A: That worries me.

B: If so . . .

A: What shall we do?

B: . . . Asiah, I think we'd better go and look for the child. How about it, Mr. Buyong?

C: Oh, that's right, that's right. We must, we must.

B: Ah, you get ready now, Asiah?

A: All right.

B: We'll go quickly.

C: Ah, but there's one thing, yes? When he's back, don't beat him . . . don't cane him, will you?

A: No.

C: Ah. Advise him . . . next time, don't play by the roadside.

B: Yes. All right. That's best, Mr. Buyong.

C: Sa-malam ada satu kemalangan, budak kena langgar motokar, di-Jalan Bukit Timah itu.

A: Itu-lah yang saya kuatirkan itu.

B: Kalau bagitu . . .

A: Macham mana ini?

B: . . . Che' Asiah, saya ingat elok kita pergi chari anak kita 'tu. Bagaimana, Che' Buyong?

C: Oh, itu, itu, itu patut. Mesti, mesti.

B: Ah, awak bersiap sekarang, Che' Asiah?

A: Baik itu-lah.

B: Lepas ini kita pergi.

C: Ah, tapi ada satu, ya? Bila dia balek sekarang, jangan-lah pukul . . . jangan rotan pulak, ya?

A: 'Tak ada.

C: Ah. Nasihatkan dia . . . lain kali, jangan suka main di-tepi jalan.

B: Ia. Baik-lah. Itu-lah sa-baik-baik-nya, Che' Buyong.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- 'tak pulang-pulang dari sekolah sampai sekarang, Che' Talib?

● Mana anak kita, 'tak pulang-pulang dari sekolah sampai sekarang, Che' Talib?

B: --- Awak 'tak nampak anak kami, Che' Buyong?
--- Abang-nya 'dah balek. Awak 'tak nampak anak kami, Che' Buyong?

● Hai, entah-lah. Abang-nya 'dah balek. Awak 'tak nampak anak kami, Che' Buyong?

C: --- Itu ha di-Jalan Bukit Timah itu.

● Ada. Saya nampak tadi, Che' Talib. Itu ha di-Jalan Bukit Timah itu.

A: ● Che' Buyong, ikut jalan dari mana tadi datang?

C: --- dengan kawan-kawan-nya.
--- Saya nampak dia dengan kawan-kawan-nya.

● Itu-lah, jalan di-Bukit Timah itu. Saya nampak dia dengan kawan-kawan-nya.

A: --- Ini 'dah pukul berapa ini?
--- dia 'tak tiba sekarang. Ini 'dah pukul berapa ini?

● Itu-lah 'tak patut dia 'tak tiba sekarang. Ini 'dah pukul berapa ini?

B: ● Ini-lah yang membimbangkan saya, Che' Buyong.

C: ● Ia-lah. Kereta di-Singapura ini banyak.

A: --- Kemalangan banyak.
● Ia. Tahu-tahu-lah. Kemalangan banyak.

C: --- di-Jalan Bukit Timah itu.
--- budak kena langgar motokar, di-Jalan Bukit Timah itu.
● Sa-malam ada satu kemalangan, budak kena langgar motokar, di-Jalan Bukit Timah itu.

A: --- Macham mana ini?
● Itu-lah yang saya kuatirkan itu. Macham mana ini?

B: --- Bagaimana, Che' Buyong?
--- saya ingat elok kita pergi chari anak kita. Bagaimana, Che' Buyong?
● Kalau bagitu, Che' Asiah, saya ingat elok kita pergi chari anak kita. Bagaimana, Che' Buyong?

C: ● Oh, itu, itu, itu patut. Mesti, mesti.

B: ● Awak bersiap sekarang, Che' Asiah?

A: ● Baik itu-lah.

B: ● Lepas ini kita pergi.

C: --- jangan rotan pulak, ya?

--- jangan-lah pukul — jangan rotan pulak, ya?
--- Bila dia balek sekarang, jangan-lah pukul — jangan rotan pulak, ya?

● Ah, tapi ada satu, ya? Bila dia balek sekarang, jangan-lah pukul — jangan rotan pulak, ya?

A: ● 'Tak ada.

C: --- jangan suka main di-tepi jalan.

● Nasihatkan dia lain kali, jangan suka main di-tepi jalan.

B: --- Itu-lah sa-baik-baik-nya, Che' Buyong.

● Ia. Baik-lah. Itu-lah sa-baik-baik-nya, Che' Buyong.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Mana anak kita, 'tak pulang-pulang dari sekolah sampai sekarang, Che' Talib?

B: Hai, entah-lah. Abang-nya 'dah balek. Awak 'tak nampak anak kami, Che' Buyong?

C: * * *

A: Che' Buyong, ikut jalan dari mana tadi datang?

C: * * *

A: Itu-lah 'tak patut dia 'tak tiba sekarang. Ini 'dah pukul berapa ini?

B: Ini-lah yang membimbangkan saya, Che' Buyong.

C: * * *

A: Ia. Tahu-tahu-lah. Kemalangan banyak.

C: * * *

A: Itu-lah yang saya kuatirkan itu. Macham mana ini?

B: Kalau bagitu, Che' Asiah, saya ingat elok kita pergi chari anak kita. Bagaimana, Che' Buyong?

C: * * *

B: Awak bersiap sekarang, Che' Asiah?

A: Baik itu-lah.

B: Lepas ini kita pergi.

C: * * *

A: 'Tak ada.

C: * * *

B: Ia. Baik-lah. Itu-lah sa-baik-baik-nya, Che' Buyong.

A: Mana anak kita, 'tak pulang-pulang dari sekolah sampai sekarang, Che' Talib?

B: * * *

C: Ada. Saya nampak tadi, Che' Talib. Itu ha di-Jalan Bukit Timah itu.

A: Che' Buyong, ikut jalan dari mana tadi datang?

C: Itu-lah, jalan di-Bukit Timah itu. Saya nampak dia dengan kawan-kawan-nya.

A: Itu-lah 'tak patut dia 'tak tiba sekarang. Ini 'dah pukul berapa ini?

B: * * *

C: Ia-lah. Kereta di-Singapura ini banyak.

A: Ia. Tahu-tahu-lah. Kemalangan banyak.

C: Sa-malam ada satu kemalangan, budak kena langgar motokar, di-Jalan Bukit Timah itu.

A: Itu-lah yang saya kuatirkan itu. Macham mana ini?

B: * * *

C: Oh, itu, itu, itu patut. Mesti, mesti.

B: * * *

A: Baik itu-lah.

B: * * *

C: Ah, tapi ada satu, ya? Bila dia balek sekarang, jangan-lah pukul — jangan rotan pulak, ya?

A: 'Tak ada.

C: Nasihatkan dia lain kali, jangan suka main di-tepi jalan.

B: * * *

1. He hasn't come back from school?
2. He hasn't come back from the office?
3. He hasn't come back from Kuala Lumour?
4. He hasn't come back from Johore Baharu?
5. He hasn't come back from town?
6. He hasn't come back from school?

1. I saw him with his friends.
2. I saw him with his teacher.
3. I saw him with his clerks.
4. I saw him with the policeman.
5. I saw him with the Prime Minister.
6. I saw him with his friends.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. 'Tak pulang-pulang dari sekolah sampai sekarang?
2. 'Tak pulang-pulang dari pejabat sampai sekarang?
3. 'Tak pulang-pulang dari Kuala Lumpur sampai sekarang?
4. 'Tak pulang-pulang dari Johor Baharu sampai sekarang?
5. 'Tak pulang-pulang dari bandar sampai sekarang?
6. 'Tak pulang-pulang dari sekolah sampai sekarang?

Drill 2

1. Saya nampak dia dengan kawan-kawan-nya.
2. Saya nampak dia dengan Che' gu-nya.
3. Saya nampak dia dengan kerani-kerani-nya.
4. Saya nampak dia dengan Mata-Mata.
5. Saya nampak dia dengan Perdana Menteri.
6. Saya nampak dia dengan kawan-kawan-nya.

1. I think we'd better go and look for the child.
2. I think we'd better go and help the child.
3. I think we'd better go and look for the child.
4. I think we'd better bring the child.
5. I think we'd better go and see the child.
6. I think we'd better go and look for the child.

Drill 3

1. Saya ingat elok kita pergi chari anak kita.
2. Saya ingat elok kita pergi tolong anak kita.
3. Saya ingat elok kita pergi menchari anak kita.
4. Saya ingat elok kita pergi bawak anak kita.
5. Saya ingat elok kita pergi tengok anak kita.
6. Saya ingat elok kita pergi chari anak kita.

Lesson 5

TEST

Test on Unit 1

The test tape consists of two translation drills. Drill 1 contains ten sentences. Drill 2 contains five sentences. Both drills are based on the previous four dialogues of the unit. This is a test for comprehension.

Have pencil and paper ready. Listen to the sentences and write an English equivalent in the time allowed.

Each sentence is read through once. Immediately afterwards, the first part of the sentence is read with a pause; then the second or the last part with a pause; and finally the whole sentence again with a pause.

The test tape tests only your comprehension of the dialogue sentences. Your ability to handle the dialogues orally is tested in the participation sections of each dialogue lesson.

For answers to the test tape see end of Book III, page 349. The English provided in these answers is an equivalent and not a literal translation. Any parallel English sentence would be acceptable. There are, almost invariably, several ways of saying one thing, both in Malay and English.

Unit 2

Lessons 6-10

66/67

THE MALAY VILLAGE

A: From Geylang Serai to Kampong Melayu, how many miles is it, Mr. Buyong?

B: From Geylang Serai to Kampong Melayu, more or less one mile exactly, Mr. Mutalib.

A: Why is it called Kampong Melayu, Mr. Buyong?

B: It is called Kampong Melayu because . . . it is meant for . . . the Malays only.

A: About how many houses are there in Kampong Melayu, Mr. Buyong?

B: At present, there are about five hundred houses, Mr. Mutalib.

A: Are there other buildings in Kampong Melayu, Mr. Buyong?

B: There are. There is a mosque . . .

A: Oh, a mosque.

B: . . . there are schools, the Malay Boys' School, the Malay Girls' School.

Lesson 6

KAMPONG MELAYU

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Dari Geylang Serai 'ni ka-Kampong Melayu berapa batu, Che' Buyong?

B: Dari Geylang Serai ka-Kampong Melayu, lebeh kurang sa-batu genap-genap, Che' Mutalib.

A: Apa sebab-nya di-namakan kampong 'tu, Kampong Melayu, Che' Buyong?

B: Sebab di-namakan Kampong Melayu kerana . . . kampong itu di-khaskan bagi . . . orang-orang Melayu saja.

A: Eh, agak-agak berapa banyak buah rumah di-Kampong Melayu 'tu, Che' Buyong?

B: Sekarang ini, ada lebeh kurang lima ratus buah rumah, Che' Mutalib.

A: Ada apa-apa binaan yang lain di-Kampong Melayu, Che' Buyong?

B: Ada. Ada masjid . . .

A: Oh, masjid.

B: . . . ada sekolah, Sekolah Melayu Lelaki, Sekolah Melayu Perempuan.

A: Other than that, Mr. Buyong?

B: There is a clinic, and a community center.

A: All these are for the convenience of the people in Kampong Melayu.

B: Yes, the people of Kampong Melayu. And there is a children's playground.

A: Mm.

B: The road is named Jalan Eunos.

A: Oh. Jalan Eunos.

B: Ya.

A: What's the bus fare from Geylang Serai to Kampong Melayu?

B: Only ten cents, Mr. Mutalib.

A: Ten cents. That's not expensive, Mr. Buyong?

B: Not expensive.

A: Selain dari itu, Che' Buyong?

B: Ada kelinik, ada balai raayat.

A: Itu semua untok kemudahan orang Kampong Melayu.

B: Ya, orang Kampong Melayu. Dan ada taman kanak-kanak.

A: Mm.

B: Jalan-nya, Jalan Eunos nama-nya.

A: Oh. Jalan Eunos.

B: Ya.

A: Berapa tambang bas dari Geylang Serai-lah, sampai ka-Kampong Melayu?

B: Sa-puloh sen saja, Che' Mutalib.

A: Sa-puloh sen. 'Tak mahal, Che' Buyong?

B: 'Tak mahal.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- berapa batu, Che' Buyong?
● Dari Geylang Serai 'ni ka-Kampong Melayu berapa batu, Che' Buyong?

B: --- lebeh kurang sa-batu genap-genap, Che' Mutalib.

● Dari Geylang Serai ka-Kampong Melayu, lebeh kurang sa-batu genap-genap, Che' Mutalib.

A: ● Apa sebab-nya di-namakan kampong 'tu, Kampong Melayu, Che' Buyong?

B: --- orang-orang Melayu saja.
--- kampong itu di-khaskan bagi orang-orang Melayu saja.

● Sebab di-namakan Kampong Melayu kerana kampong itu di-khaskan bagi orang-orang Melayu saja.

A: --- di-Kampong Melayu 'tu, Che' Buyong?

● Agak-agak berapa banyak buah rumah di-Kampong Melayu 'tu, Che' Buyong?

B: --- lima ratus buah rumah, Che' Mutalib.

● Sekarang ini, ada lebeh kurang lima ratus buah rumah, Che' Mutalib.

A: ● Ada apa-apa binaan yang lain di-Kampong Melayu, Che' Buyong?

B: --- Sekolah Melayu Perempuan.
--- ada sekolah, Sekolah Melayu Lelaki, Sekolah Melayu Perempuan.

● Ada. Ada masjid, ada sekolah, Sekolah Melayu Lelaki, Sekolah Melayu Perempuan.

A: ● Selain dari itu, Che' Buyong?

B: ● Ada kelinik, ada balai raayat.

A: ● Itu semua untok kemudahan orang Kampong Melayu.

B: --- Jalan-nya, Jalan Eunos nama-nya.
--- Dan ada taman kanak-kanak. Jalan-nya, Jalan Eunos nama-nya.
● Ya, orang Kampong Melayu. Dan ada taman kanak-kanak. Jalan-nya, Jalan Eunos nama-nya.

A: --- sampai ka-Kampong Melayu?
● Berapa tambang bas dari Geylang Serai-lah, sampai ka-Kampong Melayu?

B: ● Sa-puloh sen saja, Che' Mutalib.

A: ● Sa-puloh sen. 'Tak mahal, Che' Buyong?

B: ● 'Tak mahal.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Dari Geylang Serai 'ni ka-Kampong Melayu berapa batu, Che' Buyong?

B: * * *

A: Apa sebab-nya di-namakan kampong 'tu, Kampong Melayu, Che' Buyong?

B: * * *

A: Agak-agak berapa banyak buah rumah di-Kampong Melayu 'tu, Che' Buyong?

B: * * *

A: Ada apa-apa binaan yang lain di-Kampong Melayu, Che' Buyong?

B: * * *

A: Selain dari itu, Che' Buyong?

B: * * *

A: Itu semua untok kemudahan orang Kampong Melayu.

B: * * *

A: Berapa tambang bas dari Geylang Serai-lah, sampai ka-Kampong Melayu?

B: * * *

A: Sa-puloh sen. 'Tak mahal, Che' Buyong?

B: * * *

A: * * *

B: Dari Geylang Serai ka-Kampong Melayu, lebeh kurang sa-batu genap-genap, Che' Mutalib.

A: * * *

B: Sebab di-namakan Kampong Melayu kerana kampong itu di-khaskan bagi orang-orang Melayu saja.

A: * * *

B: Sekarang ini, ada lebeh kurang lima ratus buah rumah, Che' Mutalib.

A: * * *

B: Ada. Ada masjid, ada sekolah, Sekolah Melayu Lelaki, Sekolah Melayu Perempuan.

A: * * *

B: Ada kelinik, ada balai raayat.

A: * * *

B: Ya, orang Kampong Melayu. Dan ada taman kanak-kanak. Jalan-nya, Jalan Eunos nama-nya.

1. More or less one mile exactly.
2. More or less one hour exactly.
3. More or less one day exactly.
4. More or less one month exactly.
5. More or less one week exactly.
6. More or less one mile exactly.

1. All these are for the convenience of the people of Kampong Melayu.
2. All these are for the happiness of the people of Kampong Melayu.

A: * * *

B: Sa-puloh sen saja, Che' Mutalib.

A: * * *

B: 'Tak mahal.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Lebeh kurang sa-batu genap-genap.
2. Lebeh kurang sa-jam genap-genap.
3. Lebeh kurang sa-hari genap-genap.
4. Lebeh kurang sa-bulan genap-genap.
5. Lebeh kurang sa-minggu genap-genap.
6. Lebeh kurang sa-batu genap-genap.

Drill 2

1. Itu semua untok kemudahan orang Kampong Melayu.
2. Itu semua untok kebahagiaan orang Kampong Melayu

3. All these are for the use of the people of Kampong Melayu.
4. All these are for the progress of the people of Kampong Melayu.
5. All these are for the health of the people of Kampong Melayu.
6. All these are for the convenience of the people of Kampong Melayu.

1. Are there other buildings?
2. Are there tall buildings?
3. Are there new buildings?
4. Are there big buildings?
5. Are there ancient buildings?
6. Are there other buildings?

3. Itu semua untok kegunaan orang Kampong Melayu.
4. Itu semua untok kemajuan orang Kampong Melayu.
5. Itu semua untok kesehatan orang Kampong Melayu.
6. Itu semua untok kemudahan orang Kampong Melayu.

Drill 3

1. Ada apa-apa binaan yang lain?
2. Ada apa-apa binaan yang tinggi?
3. Ada apa-apa binaan yang baharu?
4. Ada apa-apa binaan yang besar?
5. Ada apa-apa binaan yang dahulu kala?
6. Ada apa-apa binaan yang lain?

THE POLICEMAN

A: Have you been a policeman long?

B: About five years, sir.

A: Oh, five years. Where are you stationed now?

B: I am stationed at the Bukit Timah Police Station.

A: What is your rank now?

B: I am now a sergeant, sir.

A: Before that?

B: Yes?

A: Where were you trained to be a policeman?

B: Before that I was trained at the Police Training College, on Thompson Road, sir.

A: Were there many who trained with you, sir?

B: About three hundred were trained with me, sir.

Lesson 7

MATA-MATA

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Enche' 'dah lama jadi Mata-Mata 'ni?

B: Baru dalam lima tahun, enche'.

A: Oh, lima tahun. Di-mana enche' di-tempatkan sekarang?

B: Saya di-tempatkan di-Balai Polis Bukit Timah.

A: Apa pangkat enche' sekarang?

B: Pangkat saya sekarang ini ia-lah Sargen, enche'.

A: Sa-belum itu?

B: Ya?

A: Enche' berlateh 'nak jadi Mata-Mata di-mana?

B: Sa-belum itu saya berlateh di-Maktab Latehan Mata-Mata, di-Tompson Road, enche'.

A: Ramai orang yang berlateh sama-sama dengan, enche'?

B: Sama-sama dengan saya berlateh ada tiga ratus orang, enche'.

A: When you completed your training, what was your rank, sir?

B: Mm, after the training I had no rank. One year later, I had one stripe.

A: Oh, one stripe.

B: Yes.

A: What was the name of the rank?

B: The rank was lance corporal.

A: Lance corporal.

B: Yes.

A: Later you became a corporal?

B: I became a corporal.

A: And now you're a sergeant?

B: Yes, I'm a sergeant now. And I'm in charge of all my friends at the Bukit Timah Police Station.

A: Apabila keluar daripada latehan itu, apa pangkat, enche'?

B: Mm, mula-mula keluar dari latehan itu, 'tak ada pangkat apa-apa. Sa-tahun kemudian, saya dapat pangkat, satu pangkat.

A: Oh, satu pangkat.

B: Ya.

A: Apa nama pangkat itu?

B: Pangkat 'tu Las Coperal.

A: Las Coperal.

B: Ya.

A: Kemudian naik jadi Coperal-lah?

B: Naik jadi Coperal.

A: Dan, sekarang jadi Sargen?

B: Nampak-nya sekarang saya jadi Sargen. Dan saya-lah jaga kawan-kawan saya di, eh, Balai Polis Bukit Timah ini.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: ● Enche' 'dah lama jadi Mata-Mata 'ni?

B: ● Baru dalam lima tahun, enche'.

A: --- Di-mana enche' di-tempatkan sekarang?
● Oh, lima tahun. Di-mana enche' di-tempatkan sekarang?

B: ● Saya di-tempatkan di-Balai Polis Bukit Timah.

A: ● Apa pangkat enche' sekarang?

B: ● Pangkat saya sekarang ini ia-lah Sargen, enche'.

A: --- Enche' berlateh 'nak jadi Mata-Mata di-mana?
● Sa-belum itu? Enche' berlateh 'nak jadi Mata-Mata di-mana?

B: --- di-Tompson Road, enche'.
--- di-Maktab Latehan Mata-Mata, di-Tompson Road, enche'.
● Sa-belum itu saya berlateh di-Maktab Latehan Mata-Mata, di-Tompson Road, enche'.

A: --- yang berlateh sama-sama dengan, enche'?
● Ramai orang yang berlateh sama-sama dengan, enche'?

B: --- ada tiga ratus orang, enche'.
● Sama-sama dengan saya berlateh ada tiga ratus orang, enche'.

A: --- apa pangkat, enche'?

- Apabila keluar daripada latehan itu, apa pangkat, enche'?

B: --- 'tak ada pangkat apa-apa.
- Mula-mula keluar dari latehan itu, 'tak ada pangkat apa-apa.
--- saya dapat pangkat, satu pangkat.
- Sa-tahun kemudian, saya dapat pangkat, satu pangkat.

A: ● Apa nama pangkat itu?

B: ● Pangkat 'tu Las Coperal.

A: ● Kemudian naik jadi Coperal-lah?

B: ● Naik jadi Coperal.

A: ● Dan, sekarang jadi Sargen?

B: --- di-Balai Polis Bukit Timah ini.
--- Dan saya-lah jaga kawan-kawan saya di-Balai Polis Bukit Timah ini.
- Nampak-nya sekarang saya jadi Sargen. Dan saya-lah jaga kawan-kawan saya di-Balai Polis Bukit Timah ini.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Enche' 'dah lama jadi Mata-Mata 'ni?

B: * * *

A: Oh, lima tahun. Di-mana enche' di-tempatkan sekarang?

B: * * *

A: Apa pangkat enche' sekarang?

B: * * *

A: Sa-belum itu? Enche' berlateh 'nak jadi Mata-Mata di-mana?

B: * * *

A: Ramai orang yang berlateh sama-sama dengan, enche'?

B: * * *

A: Apabila keluar daripada latehan itu, apa pangkat, enche'?

B: * * *

A: Apa nama pangkat itu?

B: * * *

A: Kemudian naik jadi Coperal-lah?

B: * * *

A: Dan, sekarang jadi Sargen?

B: * * *

A: * * *

B: Baru dalam lima tahun, enche'.

A: * * *

B: Saya di-tempatkan di-Balai Polis Bukit Timah.

A: * * *

B: Pangkat saya sekarang ini ia-lah Sargen, enche'.

A: * * *

B: Sa-belum itu saya berlateh di-Maktab Latehan Mata-Mata, di-Tompson Road, enche'.

1. You have been a policeman long?
2. You have been an announcer long?

A: * * *

B: Sama-sama dengan saya berlateh ada tiga ratus orang, enche'.

A: * * *

B: Mula-mula keluar dari latehan itu, 'tak ada pangkat apa-apa. Sa-tahun kemudian, saya dapat pangkat, satu pangkat.

A: * * *

B: Pangkat 'tu Las Coperal.

A: * * *

B: Naik jadi Coperal.

A: * * *

B: Nampak-nya sekarang saya jadi Sargen. Dan saya-lah jaga kawan-kawan saya di-Balai Polis Bukit Timah ini.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Enche' 'dah lama jadi Mata-Mata 'ni?
2. Enche' 'dah lama jadi juru hebah 'ni?

3. You have been a reporter long?
4. You have been a journalist long?
5. You have been an engineer long?
6. You have been a policeman long?

1. Were there many who trained with you?
2. Were there many who worked with you?
3. Were there many who went with you?
4. Were there many who returned with you?
5. Were there many who came with you?
6. Were there many who trained with you?

1. And now you are a Sargeant?
2. And later a Sargeant?
3. And before that a Sargeant?
4. And last year a Sargeant?

3. Enche' 'dah lama jadi pemberita 'ni?

4. Enche' 'dah lama jadi wartawan 'ni?

5. Enche' 'dah lama jadi jurutera 'ni?

6. Enche' 'dah lama jadi Mata-Mata 'ni?

Drill 2

1. Ramai orang yang berlateh sama-sama dengan enche'?

2. Ramai orang yang berkerja sama-sama dengan enche'?

3. Ramai orang yang pergi sama-sama dengan enche'?

4. Ramai orang yang balek sama-sama dengan enche'?

5. Ramai orang yang datang sama-sama dengan enche'?

6. Ramai orang yang berlateh sama-sama dengan enche'?

Drill 3

1. Dan, sekarang jadi Sargen?

2. Dan, kemudian jadi Sargen?

3. Dan, dahulu daripada itu jadi Sargen?

4. Dan, tahun dahulu jadi Sargen?

5. And before a Sargeant?

6. And now a Sargeant?

5. Dan, sa-belum jadi Sargen?

6. Dan, sekarang jadi Sargen?

THE NEW WRITERS

A: Mr. Mutalib, what book is that you're reading?

B: I am reading a book of short stories, Mr. Buyong.

A: Oh, short stories.

B: Yes.

A: Interesting stories?

B: Yes, quite interesting stories.

A: Mm. . . . Uh, who wrote them?

B: They were written . . . by authors of this new generation, Mr. Buyong.

A: Oh, the new generation. What does the new generation mean?

B: The new generation means the young authors of the present day.

A: Who are these authors?

B: Among them are Keris Mas, uh, Asraf, and Tongkat Warrant.

Lesson 8

PENGARANG-PENGARANG BARU

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Che' Mutalib, apa buku yang awak bacha itu?

B: Saya bacha buku cherita-cherita pendek, Che' Buyong.

A: Oh, cherita pendek.

B: Ya.

A: Seronok cherita-nya?

B: Cherita-nya menarek hati juga dan seronok.

A: Mm. . . . Eh, karangan siapa itu?

B: Karangan . . . pengarang-pengarang angkatan baru sekarang 'ni, Che' Buyong.

A: Oh, angkatan baru. Apa ma'ana-nya angkatan baru itu?

B: Angkatan baru 'tu ma'ana-nya, penulis-penulis muda pada masa sekarang 'ni.

A: Siapa-siapa nama pengarang itu?

B: Di-antara-nya ia-lah, Keris Mas, eh, Asraf, dan Tongkat Warran.

A: Mm. . . . Among the short stories, is there one that you particularly like?

B: Ah, there certainly is.

A: What's the name of the story?

B: It's a story by Tongkat Warrant, called "Uda dan Dara."

A: Ah.

B: The story is written in both old language and new, Mr. Buyong.

A: Ah. . . . The old Malay language and the . . .

B: And the style . . .

A: . . . modern Malay style, yes.

B: Yes. It contains old Malay language and modern Malay language.

A: Mm. . . . Di-antara karangan-karangan cherita pendek itu, ada satu yang Che' Mutalib sangat suka?

B: Ah, memang ada.

A: Apa nama cherita-nya?

B: Cherita karangan Tongkat Warran. Yang bernama "Uda Dan Dara."

A: Ah.

B: Cherita itu, ia-lah cherita berchampor bahasa lama dan baru, Che' Buyong.

A: Ah. . . . Bahasa Melayu lama dan bahasa . . .

B: Dan bahasa chara . . .

A: . . . Melayu chara baru, ya.

B: Ya. Jadi di-situ ada-lah bahasa Melayu lama dan bahasa Melayu baru.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: ● Che' Mutalib, apa buku yang awak bacha itu?

B: ● Saya bacha buku cherita-cherita pendek, Che' Buyong.

A: ● Seronok cherita-nya?

B: ● Cherita-nya menarek hati juga dan seronok.

A: ● Karangan siapa itu?

B: --- pengarang-pengarang angkatan baru sekarang 'ni, Che' Buyong.
● Karangan pengarang-pengarang angkatan baru sekarang 'ni, Che' Buyong.

A: --- Apa ma'ana-nya angkatan baru itu?
● Oh, angkatan baru. Apa ma'ana-nya angkatan baru itu?

B: --- penulis-penulis muda pada masa sekarang 'ni.
● Angkatan baru 'tu ma'ana-nya, penulis-penulis muda pada masa sekarang 'ni.

A: ● Siapa-siapa nama pengarang itu?

B: --- Keris Mas, Asraf, dan Tongkat Warran.
● Di-antara-nya ia-lah, Keris Mas, Asraf, dan Tongkat Warran.

A: --- ada satu yang Che' Mutalib sangat suka?
● Di-antara karangan-karangan cherita pendek itu, ada satu yang Che' Mutalib sangat suka?

B: ● Ah, memang ada.

A: ● Apa nama cherita-nya?

B: --- Yang bernama "Uda Dan Dara."
● Cherita karangan Tongkat Warran. Yang bernama "Uda Dan Dara."
--- bahasa lama dan baru, Che' Buyong.
● Cherita itu, ia-lah cherita berchampor bahasa lama dan baru, Che' Buyong.

A: ---bahasa Melayu chara baru, ya?
● Bahasa Melayu lama dan bahasa Melayu chara baru, ya?

B: --- bahasa Melayu lama dan bahasa Melayu baru.
● Ya. Jadi di-situ ada-lah bahasa Melayu lama dan bahasa Melayu baru.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Che' Mutalib, apa buku yang awak bacha itu?

B: * * *

A: Seronok cherita-nya?

B: * * *

A: Karangan siapa itu?

B: * * *

A: Oh, angkatan baru. Apa ma'ana-nya angkatan baru itu?

B: * * *

A: Siapa-siapa nama pengarang itu?

B: * * *

A: Di-antara karangan-karangan cherita pendek itu, ada satu yang Che' Mutalib sangat suka?

B: * * *

A: Apa nama cherita-nya?

B: * * *

A: Bahasa Melayu lama dan bahasa Melayu chara baru, ya?

B: * * *

A: * * *

B: Saya bacha buku cherita-cherita pendek, Che' Buyong.

A: * * *

B: Cherita-nya menarek hati juga dan seronok.

A: * * *

B: Karangan pengarang-pengarang angkatan baru sekarang 'ni, Che' Buyong.

A: * * *

B: Angkatan baru 'tu ma'ana-nya, penulis-penulis muda pada masa sekarang 'ni.

A: * * *

B: Di-antara-nya ia-lah, Keris Mas, Asraf, dan Tongkat Warran.

A: * * *

B: Ah, memang ada.

A: * * *

B: Cherita karangan Tongkat Warran. Yang bernama "Uda Dan Dara." Cherita itu, ia-lah cherita ber-champor bahasa lama dan baru, Che' Buyong.

A: * * *

B: Ya. Jadi di-situ ada-lah bahasa Melayu lama dan bahasa Melayu baru.

---

1. What book is that you're reading?
2. What letter is that you're writing?
3. What fish is that you're buying?
4. What song is that you're singing?
5. What color is that you're choosing?
6. What book is that you're reading?

1. Who are these authors?
2. Who are these officers?
3. Who are these commentators?
4. Who are these journalists?
5. Who are these secretaries?
6. Who are these authors?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Apa buku yang awak bacha itu?
2. Apa surat yang awak tulis itu?
3. Apa ikan yang awak beli itu?
4. Apa lagu yang awak nyanyikan itu?
5. Apa warna yang awak pileh itu?
6. Apa buku yang awak bacha itu?

Drill 2

1. Siapa-siapa nama pengarang itu?
2. Siapa-siapa nama pegawai-pegawai itu?
3. Siapa-siapa nama juru ulas itu?
4. Siapa-siapa nama wartawan itu?
5. Siapa-siapa nama setia usaha itu?
6. Siapa-siapa nama pengarang itu?

1. Among them is Keris Mas.
2. Among them is Asraf.
3. Among them is Tongkat Warran.
4. Among them is Masuri.
5. Among them is Mas.
6. Among them is Keris Mas.

Drill 3

1. Di-antara-nya ia-lah, Keris Mas.
2. Di-antara-nya ia-lah, Asraf.
3. Di-antara-nya ia-lah, Tongkat Warran.
4. Di-antara-nya ia-lah, Masuri.
5. Di-antara-nya ia-lah, Mas.
6. Di-antara-nya ia-lah, Keris Mas.

A FOOTBALL MATCH

A: Say! Yesterday I went to see a match . . . a football match, at the stadium. Really interesting, Mr. Mutalib.

B: At the stadium? Which stadium?

A: Ah, Jalan Besar Stadium.

B: Oh! Jalan Besar Stadium.

A: Singapore.

B: Which teams were playing?

A: The teams that played yesterday were the Federation of Malaya team and the Singapore team.

B: And the Singapore team?

A: Mm. Really interesting.

B: Mm. Which team won, Mr. Buyung?

A: Won! The Singapore team won.

B: Mm. By how many goals did the Singapore team win?

Lesson 9

PERLAWANAN BOLA SEPAK

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Wah! Sa-malam saya tengok orang lawan . . . bola sepak, di-stadium, bukan main seronok, Che' Mutalib.

B: Di-stadium? Stadium mana itu?

A: Ah, Stadium Jalan Besar.

B: Oh! Stadium Jalan Besar.

A: Singapura.

B: Pasokan mana yang berlawan itu?

A: Pasokan yang bermain sa-malam, pasokan Persekutuan Tanah Melayu-lah, dengan pasokan Singapura.

B: Dengan pasokan Singapura?

A: Mm. Seronok betul.

B: Mm. Pasokan mana yang menang, Che' Buyong?

A: Menang! Pasokan Singapura-lah yang menang.

B: Mm. Berapa gol yang menang pasokan Singapura?

A: Ah, four goals to one.

B: Four goals to one.

A: To one.

B: Then, uh, did the teams which played get a trophy or . . .

A: Yes. That match was for a trophy. A trophy . . .

B: A trophy. Whose trophy?

A: Uh, the trophy . . . of the Malay Sultan.

B: The Malay Sultan's Gold Cup.

A: Ah, the Malay Sultan's Gold Cup, right.

B: Then the Singapore team got the cup?

A: They got the cup. But the goalkeeper . . . of the Singapore team was really good, Mr. Mutalib.

B: Uh, what's the name of the goalkeeper of the Singapore team?

A: Osman Angolia, who else?

B: Oh. Osman Angolia.

A: Mm.

B: He is really clever.

A: Really clever.

B: For a long time . . .

A: I like him.

B: . . . he has been famous.

A: Ah, empat gol berbalas satu.

B: Empat gol berbalas satu.

A: Balas satu.

B: Jadi, eh, ada-kah pasokan yang bermain 'tu, dapat piala atau . . .

A: Ada. Itu perlawanan kerana piala-lah. Piala . . .

B: Piala. . . . Piala siapa?

A: Eh, piala . . . Sultan-Sultan Melayu.

B: Piala Emas Sultan-Sultan Melayu.

A: Ah, Piala Emas Sultan-Sultan Melayu, betul.

B: Jadi pasokan Singapura dapat-lah piala itu?

A: Dapat piala tahu. Tapi, penjaga gol . . . pasokan Singapura, bukan main bagus, Che' Mutalib.

B: Eh, siapa nama penjaga gol pasokan Singapura itu?

A: Osman Anggulia-lah, siapa lagi?

B: Oh! Osman Anggulia.

A: Mm.

B: Dia memang pandai.

A: Dia memang pandai.

B: Dari dulu lagi . . .

A: Saya suka.

B: . . . dia memang mashhur.

A: Interesting, Mr. Mutalib. Good to watch.

B: Very good. I want to go, too, some time . . . if there is a match.

A: Ah, fine. Then lĕt's go together. All right?

A: Seronok, Che' Mutalib. Puas tengok-nya.

B: Bagus-lah. Saya pun 'nak tengok juga lain kali, kalau ada lawan.

A: Ah, baik. Mari kita pergi sama-sama, ya?

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- bukan main seronok, Che' Mutalib.
--- lawan bola sepak, di-stadium, bukan main seronok, Che' Mutalib.
● Wah! Sa-malam saya tengok orang lawan bola sepak, di-stadium, bukan main seronok, Che' Mutalib.

B: ● Stadium mana itu?

A: ● Stadium Jalan Besar. Singapura.

B: ● Pasokan mana yang berlawan itu?

A: --- dengan pasokan Singapura.
--- pasokan Persekutuan Tanah Malayu-lah, dengan pasokan Singapura.
● Pasokan yang bermain sa-malam, pasokan Persekutuan Tanah Melayu-lah, dengan pasokan Singapura.

B: ● Pasokan mana yang menang, Che' Buyong?

A: ● Menang! Pasokan Singapura-lah yang menang.

B: ● Berapa gol yang menang pasokan Singapura?

A: ● Empat gol berbalas satu.

B: --- dapat piala?
● Jadi ada-kah pasokan yang bermain 'tu, dapat piala?

A: ● Ada. Itu perlawanan kerana piala-lah.

B: ● Piala siapa?

A: ● Piala Sultan-Sultan Melayu.

B: --- Jadi pasokan Singapura dapat-lah piala itu?
● Piala Emas Sultan-Sultan Melayu. Jadi pasokan Singapura dapat-lah piala itu?

A: --- bukan main bagus, Che' Mutalib.
--- Tapi, penjaga gol pasokan Singapura, bukan main bagus, Che' Mutalib.
● Dapat piala tahu. Tapi, penjaga gol pasokan Singapura, bukan main bagus, Che' Mutalib.

B: ● Siapa nama penjaga gol pasokan Singapura itu?

A: ● Osman Anggulia-lah, siapa lagi?

B: --- Dari dulu lagi dia memang mashhur.
● Dia memang pandai. Dari dulu lagi dia memang mashhur.

A: --- Puas tengok-nya.
--- Seronok, Che' Mutalib. Puas tengok-nya.
● Saya suka. Seronok, Che' Mutalib. Puas tengok-nya.

B: --- kalau ada lawan.
--- Saya pun nak tengok juga lain kali, kalau ada lawan.
● Bagus-lah. Saya pun 'nak tengok juga lain kali, kalau ada lawan.

A: ● Ah, baik. Mari kita pergi sama-sama, ya?

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Wah! Sa-malam saya tengok orang lawan bola sepak, di-stadium, bukan main seronok, Che' Mutalib.

B: * * *

A: Stadium Jalan Besar. Singapura.

B: * * *

A: Pasokan yang bermain sa-malam, pasokan Persekutuan Tanah Melayu-lah, dengan pasokan Singapura.

B: * * *

A: Menang! Pasokan Singapura-lah yang menang.

B: * * *

A: Empat gol berbalas satu.

B: * * *

A: Ada. Itu perlawanan kerana piala-lah.

B: * * *

A: Piala Sultan-Sultan Melayu.

B: * * *

A: Dapat piala tahu. Tapi, penjaga gol pasokan Singapura, bukan main bagus, Che' Mutalib.

B: * * *

A: Osman Anggulia-lah, siapa lagi?

B: * * *

A: Saya suka. Seronok, Che' Mutalib. Puas tengoknya.

B: * * *

A: Ah, baik. Mari kita pergi sama-sama, ya?

A: * * *

B: Stadium mana itu?

A: * * *

B: Pasokan mana yang berlawan itu?

A: * * *

B: Pasokan mana yang menang, Che' Buyong?

A: * * *

B: Berapa gol yang menang pasokan Singapura?

A: * * *

1. Yesterday I went to see a football match.
2. Yesterday I went to see my doctor.

B: Jadi ada-kah pasokan yang bermain 'tu, dapat piala?

A: * * *

B: Piala siapa?

A: * * *

B: Piala Emas Sultan-Sultan Melayu. Jadi pasokan Singapura dapat-lah piala itu?

A: * * *

B: Siapa nama penjaga gol pasokan Singapura itu?

A: * * *

B: Dia memang pandai. Dari dulu lagi dia memang mashhur.

A: * * *

B: Bagus-lah. Saya pun 'nak tengok juga lain kali, kalau ada lawan.

A: * * * _____

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Sa-malam saya tengok lawan bola sepak.
2. Sa-malam saya tengok doktor saya.

3. Yesterday I went to see my friends
4. Yesterday I went to see my uncle.
5. Yesterday I went to see the parade.
6. Yesterday I went to see a football match.

1. The Singapore team won by four goals to one.
2. The Kuala Lumpur team won by seven goals to one.
3. The Hongkong team won by five goals to one.
4. The Jakarta team won by three goals to one.
5. The London team won by nine goals to one.
6. The Singapore team won by four goals to one.

1. Then let's go together, all right?
2. Then let's all go, all right?
3. Then let's go separately, all right?
4. Then let's go alone, all right?
5. Then let's go with Zain, all right?
6. Then let's go together, all right?

3. Sa-malam saya tengok sahabat-sahabat saya.
4. Sa-malam saya tengok ayah saudara saya.
5. Sa-malam saya tengok orang berbaris.
6. Sa-malam saya tengok lawan bola sepak.

Drill 2

1. Pasokan Singapura menang empat gol berbalas satu.
2. Pasokan Kuala Lumpur menang tujoh gol berbalas satu.
3. Pasokan Hongkong menang lima gol berbalas satu.
4. Pasokan Jakarta menang tiga gol berbalas satu.
5. Pasokan London menang sembilan gol berbalas satu.
6. Pasokan Singapura menang empat gol berbalas satu.

Drill 3

1. Mari kita pergi sama-sama, ya?
2. Mari kita pergi semua, ya?
3. Mari kita pergi berasingan, ya?
4. Mari kita pergi sa-orang, ya?
5. Mari kita pergi dengan Zain, ya?
6. Mari kita pergi sama-sama, ya?

Lesson 10

TEST

Test on Unit 2

See instructions for this section in Lesson 5, page 65.

Unit 3

Lessons 11-15

A TELEPHONE CONVERSATION

A: Hello, hello.

B: Hello. Who's speaking?

A: I am, your husband.

B: Why are you calling today?

A: Uh, I won't have time to come home for lunch today.

B: What's the reason?

A: God, I'm terribly busy at the office.

B: Then, then I'll be eating alone today?

A: Yes, alone.

B: Ah . . . Is there anything else you want to say?

A: Uh, if Mr. Halim, who brought . . .

B: Oh, Mr. Halim, who brought the songkit cloth . . .

A: Yes, the songkit cloth from Kelantan.

B: . . . who gives credit . . .

Lesson 11

PERCHAKAPAN DI-TALIPON

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Halo, halo.

B: Halo. Siapa yang berchakap 'tu?

A: Saya, suami awak.

B: Kenapa pulak hari ini berchakap di-talipon?

A: Eh, saya 'tak sempat balek-lah makan tengah hari di-rumah hari ini.

B: Ada apa hal pulak 'tu?

A: Allah, di-pejabat sibok benar dengan kerja.

B: Jadi, jadi saya makan sendiri-lah hari ini?

A: Ah, awak makan sendiri saja-lah.

B: Ah . . . Ada apa-apa lagi awak 'nak pesan?

A: Eh, ada Che' Halim, yang ia-lah yang bawak . . .

B: Oh, Che' Halim yang bawak kain songkit 'tu . . .

A: Ah, kain songkit dari Kelantan 'tu.

B: . . . yang beri hutang . . .

A: Monthly, mm.

B: . . . monthly? Ah, ha.

A: If he comes for money, you go ahead and pay him, will you?

B: All right. But . . . I have no money today, so how can I?

A: Ah, if that's the case, you tell . . .

B: Ask for credit, yes?

A: Uh, don't do that. Tell him to come to my office, and I will pay him.

B: Right now?

A: Yes, when he comes.

B: Ah, all right.

A: Uh, has our child come home?

B: Not yet. It's only twelve o'clock. He'll be back soon.

A: Bulanan 'tu, mm.

B: . . . bulan-bulan 'tu? Ah, ha.

A: Kalau dia datang 'nak ambik duit, awak bayar-lah dulu?

B: Baik-lah. Tapi . . . saya 'tak ada duit hari ini, macham mana?

A: Ah, kalau bagitu awak suroh . . .

B: Tanggoh saja-lah, ya?

A: Eh, 'tak usah bertanggoh. Awak suroh dia datang ka-pejabat saya, boleh saya bayar.

B: Sekarang jugak?

A: Ya-lah, bila dia datang-lah.

B: Ah, baik-lah.

A: Eh, bagaimana anak kita 'dah balek?

B: Belum lagi, baru pukul dua belas. Sa-kejap lagi, dia balek-lah.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: ● Halo, halo.

B: ● Halo. Siapa yang berchakap 'tu?

A: ● Saya, suami awak.

B: ● Kenapa pulak hari ini berchakap di-talipon?

A: --- di-rumah hari ini.
● Saya 'tak sempat balek-lah makan tengah hari di-rumah hari ini.

B: ● Ada apa hal pulak 'tu?

A: ● Allah, di-pejabat sibok benar dengan kerja.

B: ● Jadi saya makan sendiri-lah hari ini?

A: ● Ah, awak makan sendiri saja-lah.

B: ● Ada apa-apa lagi awak 'nak pesan?

A: --- awak bayar-lah dulu?
--- kalau dia datang 'nak ambik duit, awak bayar-lah dulu?
--- yang beri utang bulanan 'tu, kalau dia datang 'nak ambik duit, awak bayar-lah dulu?
--- yang ia-lah yang bawak kain songkit dari Kelantan 'tu, yang beri utang bulanan 'tu, kalau dia datang 'nak ambik duit, awak bayar-lah dulu?
● Ada Che' Halim, yang ia-lah yang bawak kain songkit dari Kelantan 'tu, yang beri utang bulanan 'tu, kalau dia datang 'nak ambik duit, awak bayar-lah dulu?

B: ● Baik-lah.
--- Tanggoh saja-lah, ya?
--- macham mana? Tanggoh saja-lah, ya?
● Tapi saya 'tak ada duit hari ini, macham mana? Tanggoh saja-lah, ya?

A: --- boleh saya bayar.
--- Kalau bagitu awak suroh dia datang ka-pejabat saya, boleh saya bayar.
● 'Tak usah bertanggoh. Kalau bagitu awak suroh dia datang ka-pejabat saya, boleh saya bayar.

B: ● Sekarang jugak?

A: ● Ya-lah, bila dia datang-lah.

B: ● Ah, baik-lah.

A: ● Bagaimana anak kita 'dah balek?

B: --- Sa-kejap lagi dia balek-lah.
● Belum, lagi baru pukul dua belas. Sa-kejap lagi, dia balek-lah.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Halo, halo.

B: * * *

A: Saya, suami awak.

B: * * *

A: Saya 'tak sempat balek-lah makan tengah hari di-rumah hari ini.

B: * * *

A: Allah, di-pejabat sibok benar dengan kerja.

B: * * *

A: Ah, awak makan sendiri saja-lah.

B: * * *

A: Ada Che' Halim, yang ia-lah yang bawak kain songkit dari Kelantan 'tu, yang beri utang bulanan 'tu, kalau dia datang 'nak ambik duit, awak bayar-lah dulu?

B: * * *

A: 'Tak usah bertanggoh. Kalau bagitu awak suroh dia datang ka-pejabat saya, boleh saya bayar.

B: * * *

A: Ya-lah, bila dia datang-lah.

B: * * *

A: Bagaimana anak kita 'dah balek?

B: * * *

A: * * *

B: Halo. Siapa yang berchakap 'tu?

A: * * *

B: Kenapa pulak hari ini berchakap di-talipon?

A: * * *

B: Ada apa hal pulak 'tu?

A: * * *

B: Jadi saya makan sendiri-lah hàri ini?

A: * * *

B: Ada apa-apa lagi awak 'nak pesan?

A: * * *

B: Baik-lah. Tapi saya 'tak ada duit hari ini, macham mana? Tanggoh saja-lah, ya?

1. Then I'll be eating alone today?
2. Then I'll be eating with you today?
3. Then I'll be eating with Sarah today?
4. Then I'll be eating with Zaid today?
5. Then I'll be eating with Azizah today?
6. Then I'll be eating alone today?

A: * * *

B: Sekarang jugak?

A: * * *

B: Ah, baik-lah.

A: * * *

B: Belum, lagi baru pukul dua belas. Sa-kejap lagi, dia balek-lah.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Jadi saya makan sendiri-lah hari ini?
2. Jadi saya makan dengan awak hari ini?
3. Jadi saya makan dengan Sarah hari ini?
4. Jadi saya makan dengan Zaid hari ini?
5. Jadi saya makan dengan Azizah hari ini?
6. Jadi saya makan sendiri-lah hari ini?

1. Is there anything else you want to say?
2. Is there anything else you want to look for?
3. Is there anything else you want to eat?
4. Is there anything else you want to buy?
5. Is there anything else you want to bring back?
6. Is there anything else you want to say?

1. I have no money today.
2. I have no books today.
3. I have no car today.
4. I have no papers today.
5. I have no tapes today.
6. I have no money today.

Drill 2

1. Ada apa-apa lagi awak 'nak pesan?
2. Ada apa-apa lagi awak 'nak chari?
3. Ada apa-apa lagi awak 'nak makan?
4. Ada apa-apa lagi awak 'nak beli?
5. Ada apa-apa lagi awak 'nak bawak balek?
6. Ada apa-apa lagi awak 'nak pesan?

Drill 3

1. Saya 'tak ada duit hari ini.
2. Saya 'tak ada buku hari ini.
3. Saya 'tak ada motokar hari ini.
4. Saya 'tak ada kertas hari ini.
5. Saya 'tak ada pita hari ini.
6. Saya 'tak ada duit hari ini.

THE HISTORY OF SINGAPORE

A: Who was the first person to open Singapore Island, Mr. Buyong?

B: The first person to open Singapore was a Malay ruler.

A: What was the name of the Malay ruler?

B: His name was Sang Nila Utama.

A: Uh, was Singapore the first name given by Sang Nila Utama, Mr. Buyong?

B: Before it was named Singapore, the name was Temasek. When Sang Nila Utama opened it, it was named Singapore.

A: Singapore. In what year would you guess that was, Mr. Buyong?

B: In the middle of the thirteenth century, Mr. Mutalib.

A: Oh. Can you name the Englishman who opened Singapore?

B: The Englishman who first opened Singapore was Stamford Raffles.

Lesson 12

SEJARAH SINGAPURA

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Siapa yang mula-mula membuka Pulau Singapura 'ni, Che' Buyong?

B: Yang mula-mula membuka Singapura ini, Che' Mutalib, ia-lah Raja Melayu.

A: Apa nama Raja Melayu itu?

B: Nama Raja Melayu itu, Sang Nila Utama.

A: Eh, ada-kah Singapura itu mula-mula-nya nama di-beri oleh Sang Nila Utama, Che' Buyong?

B: Sa-belum bernama Singapura, nama-nya Temasek. Bila di-buka oleh Sang Nila Utama, di-namakan-nya Singapura.

A: Singapura. Jadi itu dalam tahun berapa agak-nya, Che' Buyong?

B: Dalam pertengahan Kurun Masehi yang ketiga belas, Che' Mutalib.

A: Oh, dapat Che' Buyong bagi tahu, siapa nama orang Inggeris yang membuka Singapura ini?

B: Orang Inggeris yang mula-mula membuka Singapura 'ni, ia-lah Stamford Raffles.

A: In what year, Mr. Buyong?

B: In the year 1819, Mr. Mutalib.

A: Then, what is the form of government in Singapore now, Mr. Buyong?

B: Singapore is now self-governing.

A: And, before long it will get independence, won't it, Mr. Buyong?

B: If it can unite with the Federation of Malaya, perhaps.

A: Dalam tahun berapa, Che' Buyong?

B: Dalam tahun seribu lapan ratus sembilan belas, Che' Mutalib.

A: Jadi, sekarang bagaimana keadaan pemerentahan Singapura, Che' Buyong?

B: Singapura sekarang sudah berpemerentahan sendiri.

A: Dan, tidak lama lagi akan menchapai kemerdekaan, bagitu-lah, Che' Buyong?

B: Jikalau dapat bersatu dengan Persekutuan Tanah Melayu, barangkali-lah.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- membuka Pulau Singapura 'ni, Che' Buyong?

- Siapa yang mula-mula membuka Pulau Singapura 'ni, Che' Buyong?

B: --- ia-lah Raja Melayu.

- Yang mula-mula membuka Singapura ini, Che' Mutalib, ia-lah Raja Melayu.

A:
- Apa nama Raja Melayu itu?

B:
- Nama Raja Melayu itu, Sang Nila Utama.

A: --- oleh Sang Nila Utama, Che' Buyong?
--- mula-mula-nya nama di-beri oleh Sang Nila Utama, Che' Buyong?

- Ada-kah Singapura itu mula-mula-nya nama di-beri oleh Sang Nila Utama, Che' Buyong?

B: --- nama-nya Temasek.

- Sa-belum bernama Singapura, nama-nya Temasek.

--- di-namakan-nya Singapura.

- Bila di-buka oleh Sang Nila Utama, di-namakan-nya Singapura.

A:
- Jadi itu dalam tahun berapa agak-nya, Che' Buyong?

B: -yang ketiga belas, Che' Mutalib.

- Dalam pertengahan Kurun Masehi yang ketiga belas, Che' Mutalib.

A: --- yang membuka Singapura ini?
--- siapa nama orang Inggeris yang membuka Singapura ini?

- Dapat Che' Buyong bagi tahu, siapa nama orang Inggeris yang membuka Singapura ini?

B: --- ia-lah Stamford Raffles.

- Orang Inggeris yang mula-mula membuka Singapura 'ni, ia-lah Stamford Raffles.

A:
- Dalam tahun berapa, Che' Buyong?

B:
- Dalam tahun seribu lapan ratus sembilan belas, Che' Mutalib.

A: --- bagiamana keadaan pemerentahan Singapura, Che' Buyong?

● Jadi, sekarang bagaimana keadaan pemerentahan Singapura, Che Buyong?

B: ● Singapura sekarang sudah berpemerentahan sendiri.

A: --- bagitu-lah, Che' Buyong?
--- akan menchapai kemerdekaan, bagitu-lah, Che' Buyong?

● Dan, tidak lama lagi akan menchapai kemerdekaan, bagitu-lah, Che' Buyong?

B: --- barangkali-lah.

● Jikalau dapat bersatu dengan Persekutuan Tanah Melayu, barangkali-lah.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. Dialogue for Participation

See instructions for this section in Lesson 1, page 11.

A: Siapa yang mula-mula membuka Pulau Singapura 'ni, Che' Buyong?

B: * * *

A: Apa nama Raja Melayu itu?

B: * * *

A: Ada-kah Singapura itu mula-mula-nya nama di-beri oleh Sang Nila Utama, Che' Buyong?

B: * * *

A: Jadi itu dalam tahun berapa agak-nya, Che' Buyong?

B: * * *

A: Dapat Che' Buyong bagi tahu, siapa nama orang Inggeris yang membuka Singapura ini?

B: * * *

A: Dalam tahun berapa, Che' Buyong?

B: * * *

A: Jadi, sekarang bagaimana keadaan pemerentahan Singapura, Che' Buyong?

B: * * *

A: Dan, tidak lama lagi akan menchapai kemerdekaan, bagitu-lah, Che' Buyong?

B: * * *

A: * * *

B: Yang mula-mula membuka Singapura ini, Che' Mutalib, ia-lah Raja Melayu.

A: * * *

B: Nama Raja Melayu itu, Sang Nila Utama.

A: * * *

B: Sa-belum bernama Singapura, nama-nya Temasek. Bila di-buka oleh Sang Nila Utama, di-namakan-nya Singapura.

A: * * *

B: Dalam pertengahan Kurun Masehi yang ketiga belas, Che' Mutalib.

A: * * *

B: Orang Inggeris yang mula-mula membuka Singapura 'ni, ia-lah Stamford Raffles.

A: * * *

B: Dalam tahun seribu lapan ratus sembilan belas, Che' Mutalib.

A: * * *

B: Singapura sekarang sudah berpemerentahan sendiri.

A: * * *

B: Jikalau dapat bersatu dengan Persekutuan Tanah Melayu, barangkali-lah.

1. Who was the first person to open Singapore Island?
2. Who was the first person to open Bukom Island?
3. Who was the first person to open Tioman Island?
4. Who was the first person to open Langkawi Island?
5. Who was the first person to open Pangkor Island?
6. Who was the first person to open Singapore Island?

1. in what year would you guess that was?
2. In what century would you guess that was?
3. In what month would you guess that was?
4. In what week would you guess that was?
5. On what day would you guess that was?
6. In what year would you guess that was?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Siapa yang mula-mula membuka Pulau Singapura 'ni?
2. Siapa yang mula-mula membuka Pulau Bukom 'ni?
3. Siapa yang mula-mula membuka Pulau Tioman 'ni?
4. Siapa yang mula-mula membuka Pulau Langgkawi 'ni?
5. Siapa yang mula-mula membuka Pulau Panggkor 'ni?
6. Siapa yang mula-mula membuka Pulau Singapura 'ni?

Drill 2

1. Jadi itu dalam tahun berapa agak-nya?
2. Jadi itu dalam kurun berapa agak-nya?
3. Jadi itu dalam bulan berapa agak-nya?
4. Jadi itu dalam minggu yang mana agak-nya?
5. Jadi itu dalam hari yang mana agak-nya?
6. Jadi itu dalam tahun berapa agak-nya?

1. And, before long it will get independence, won't it?

2. And, next year it will get independ ence, won't it?

3. And, next month it will get independence, won't it?

4. And, next week it will get independence, won't it?

5. And, in two years it will get independence, won't it?

6. And, before long it will get independence , won't it?

Drill 3

1. Dan, tidak lama lagi akan menchapai kemerdekaan, bagitu-lah?

2. Dan, tahun depan akan menchapai kemerdekaan, bagitu-lah?

3. Dan, bulan depan akan menchapai kemerdekaan, bagitu-lah?

4. Dan, minggu depan akan menchapai kemerdekaan, bagitu-lah?

5. Dan, dua tahun lagi akan menchapai kemerdekaan, bagitu-lah?

6. Dan, tidak lama lagi akan menchapai kemerdekaan, bagitu-lah?

CATCHING FISH

A: Hallo, Mr. Buyong?

B: Yes, Mr. Mutalib.

A: What is the main livelihood of the people living on the coast of Singapore, Mr. Buyong?

B: Their chief means of livelihood is fishing, Mr. Mutalib.

A: Catching fish.

B: Yes.

A: Eh, the method of catching fish . . . what is the chief method of catching fish in the Singapore seas?

B: Other than the hook and line, the fishermen here mainly use the fishing stakes called the "kelong."

A: What does the "kelong" look like, Mr. Buyong?

B: The "kelong" . . . it is far out in the sea.

A: Yes.

Lesson 13

MENANGKAP IKAN

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Eh, Che' Buyong?

B: Ya, Che' Mutalib.

A: Apa-kah mata pencharian utama bagi pendudok-pendudok, di-pantai laut Singapura 'ni, Che' Buyong?

B: Yang terutama menangkap ikan-lah, Che' Mutalib.

A: Menangkap ikan.

B: Ya.

A: Eh, chara alat menangkap ikan yang . . . terutama sa-kali-lah, di-laut-laut Singapura 'ni?

B: Sa-lain daripada memanching, mengail, yang terutama sa-kali, penangkap ikan di-sini menggunakan sa-jenis perkakas, menangkap ikan, di-namakan kelong.

A: Macham mana bentok atau potongan kelong 'tu, Che' Buyong?

B: Kelong 'tu . . . di-tengah-tengah laut sikit.

A: Ya.

B: Rather far out into the sea, stakes are erected, some in the form of rectangles, some in the form of squares.

A: Oh.

B: Then in the middle of it a big net is set up.

A: Ah, ha.

B: Ah.

A: Oh, is that what is called a "kelong" (fishing stake)?

B: Ah . . . At high tide the fish come in.

A: Ah, ah.

B: Ah, into the net, which is then lifted.

A: Ah, Mr. Buyong, you mentioned fish just now. What kind of fish is abundant in the Singapore sea?

B: Mostly the Spanish mackerel, the pomfrey, the threadfin, and the jewfish.

A: Wouldn't there be some threadfins, Mr. Buyong?

B: There are threadfins. I just mentioned them.

A: Ah, ah.

B: There are threadfins.

A: Mm. . . . Where are most of the fish sent to, Mr. Buyong?

B: The fish are sent to the Singapore markets.

A: Oh. What nationality?

B: Di-tengah-tengah laut sikit, di-panchangkan kayu, ada yang empat segi panjang, ada yang empat segi betul.

A: Oh.

B: Kemudian di-tengah-tengah 'tu di-pasang jaring besar.

A: Ah, ha.

B: Ah.

A: Oh, itu-lah yang di-namakan kelong?

B: Ah . . . Bila ayer pasang ikan masok.

A: Ah, ah.

B: Ah, ka-dalam jaring 'tu, kemudian di-angkat.

A: Ah, ada Che' Buyong, sebut ikan tadi, jenis ikan apa yang banyak dapat di-laut Singapura 'ni?

B: Ikan yang banyak ikan tenggiri, ikan bawal, ikan kurau, ikan gelama.

A: Ikan kurau barangkali ada 'tak, Che' Buyong?

B: Ada ikan kurau, 'kan saya sebut tadi.

A: Ah, ah.

B: Ikan kurau ada.

A: Mm. . . . Di-mana di-hantar ikan 'tu banyak-banyak, Che' Buyong?

B: Ikan-ikan 'tu di-hantar ka-pasar Singapura-lah.

A: Oh. Orang-orang apa?

B: Just enough for the people of Singapore.

A: I mean, of what nationality are most of the people engaged in the fishing industry?

B: Mostly Chinese, and also a few Malays.

B: Chukup-chukup bagi pendudok-pendudok di-Singapura 'ni.

A: Orang, orang apa yang banyak . . . bekerja 'tu?

B: Kebanyakan orang China, dan Melayu jugak sadikit-sadikit.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- di-pantai laut Singapura 'ni, Che' Buyong?

● Apa-kah mata pencharian utama bagi pendudok-pendudok, di-pantai laut Singapura 'ni, Che' Buyong?

B: ● Yang terutama menangkap ikan-lah, Che' Mutalib.

A: --- di-laut-laut Singapura 'ni?
--- yang terutama sa-kali-lah, di-laut-laut Singapura 'ni?

● Chara alat menangkap ikan yang terutama sa-kali-lah, di-laut-laut Singapura 'ni?

B: --- menangkap ikan, di-namakan kelong.
--- penangkap ikan di-sini menggunakan sa-jenis perkakas, menangkap ikan, di-namakan kelong.
--- yang terutama sa-kali, penangkap ikan

di-sini menggunakan sa-jenis perkakas, menangkap ikan, di-namakan kelong.

- Sa-lain daripada memanching, mengail, yang terutama sa-kali, penangkap ikan di-sini menggunakan sa-jenis perkakas, perkakas menangkap ikan, di-namakan kelong.

A: ● Macham mana bentok atau potongan kelong 'tu, Che' Buyong?

B: ● Kelong 'tu di-tengah-tengah laut sikit.
--- ada yang empat segi betul.
--- di-panchangkan kayu, ada yang empat segi panjang, ada yang empat segi betul.

- Di-tengah-tengah laut sikit, di-panchangkan kayu, ada yang empat segi panjang, ada yang empat segi betul.
- Kemudian di-tengah-tengah 'tu di-pasang jaring besar.

A: ● Oh, itu-lah yang di-namakan kelong?

B: --- kemudian di-angkat.
--- ka-dalam jaring 'tu, kemudian di-angkat.

- Bila ayer pasang ikan masok, ka-dalam jaring 'tu, kemudian di-angkat.

A: --- yang banyak dapat di-laut Singapura 'ni?

- Ada Che' Buyong, sebut ikan tadi, jenis ikan apa yang banyak dapat di-laut Singapura 'ni?

B: --- ikan bawal, ikan kurau, ikan gelama.

- Ikan yang banyak ikan tenggiri, ikan bawal, ikan kurau, ikan gelama.

A: ● Di-mana di-hantar ikan 'tu banyak-banyak, Che' Buyong?

B: ● Ikan-ikan 'tu di-hantar ka-pasar Singapura-lah.

A: ● Orang-orang apa?

B: ● Chukup-chukup bagi pendudok-pendudok di-Singapura 'ni.

A: ● Orang apa yang banyak bekerja 'tu?

B: --- dan Melayu jugak sa-dikit-sa-dikit.
● Kebanyakan orang China, dan Melayu jugak sa-dikit-sadikit.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Apa-kah mata pencharian utama bagi pendudok-pendudok, di-pantai laut Singapura 'ni, Che' Buyong?

B: * * *

A: Chara alat menangkap ikan yang terutama sa-kali-lah, di-laut-laut Singapura 'ni?

B: * * *

A: Macham mana bentok atau potongan kelong 'tu, Che' Buyong?

B: * * *

A: Oh, itu-lah yang di-namakan kelong?

B: * * *

A: Ada Che' Buyong, sebut ikan tadi, jenis apa ikan yang banyak dapat di-laut Singapura 'ni?

B: * * *

A: Di-mana di-hantar ikan 'tu banyak-banyak, Che' Buyong?

B: * *

A: Orang-orang apa?

B: * * *

A: Orang apa yang banyak bekerja 'tu?

B: * * *

A: * * *

B: Yang terutama menangkap ikan-lah, Che' Mutalib.

A: * * *

B: Sa-lain daripada memanching, mengail, yang terutama sa-kali, penangkap ikan di-sini menggunakan sa-jenis perkakas, menangkap ikan, di-namakan kelong.

A: * * *

B: Kelong 'tu di-tengah-tengah laut sikit. Di-tengah-tengah laut sikit, di-panchangkan kayu, ada yang empat segi panjang, ada yang empat segi betul. Kemudian di-tengah-tengah 'tu di-pasang jaring besar.

A: * * *

B: Bila ayer pasang ikan masok, ka-dalam jaring 'tu, kemudian di-angkat.

A: * * *

B: Ikan yang banyak ikan tenggiri, ikan bawal, ikan kurau, ikan gelama.

A: * * *

B: Ikan-ikan 'tu di-hantar ka-pasar Singapura-lah.

A: * * *

B: Chukup-chukup bagi pendudok-pendudok di-Singapura 'ni.

1. Some are in the form of rectangles.
2. Some are in the form of squares.
3. Some are in the form of circles.
4. Some are in the form of ovals.
5. Some are in the form of triangles.
6. Some are in the form of rectangles.

1. Is that what is called a fishing stake?
2. Is that what is called a casting net?
3. Is that what is called a sampan?
4. Is that what is called a seine-net?

A: * * *

B: Kebanyakan orang China, dan Melayu jugak sadikit-sadikit.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Ada yang empat segi panjang.
2. Ada yang empat segi betul.
3. Ada yang bulat.
4. Ada yang lonjong.
5. Ada yang tiga segi.
6. Ada yang empat segi panjang.

Drill 2

1. Itu-lah yang di-namakan kelong?
2. Itu-lah yang di-namakan jala?
3. Itu-lah yang di-namakan sampan?
4. Itu-lah yang di-namakan pukat?

5. Is that what is called a fish-trap?
6. Is that what is called a fishing stake?

1. Where are most of the fish sent to?
2. Where are most of the fish sold?
3. Where are most of the fish kept?
4. Where are most of the fish dried?
5. Where are most of the fish caught?
6. Where are most of the fish sent to?

5. Itu-lah yang di-namakan belat?

6. Itu-lah yang di-namakan kelong?

Drill 3

1. Di-mana di-hantar ikan 'tu banyak-banyak?

2. Di-mana di-jual ikan 'tu banyak-banyak?

3. Di-mana di-simpan ikan 'tu banyak-banyak?

4. Di-mana di-keringkan ikan 'tu banyak-banyak?

5. Di-mana di-tangkap ikan 'tu banyak-banyak?

6. Di-mana di-hantar ikan 'tu banyak-banyak?

THE COCONUT TREE

A: That big tree, Mr. Buyong, what's its name?

B: Ah, this is a coconut tree, Mr. Mutalib.

A: Coconut tree?

B: Yes. Some people also call it a "nyiur" tree.

A: Mm . . . Of what use is the coconut tree, Mr. Buyong?

B: Oh, it has many uses, Mr. Mutalib, to the Malays in the Malay Peninsula.

A: Can you explain?

B: Certainly, Mr. Mutalib.

A: Yes.

B: What do you want to ask about?

A: Uh, everything. . . . I want to know about the leaves, Mr. Buyong.

Lesson 14

POKOK KELAPA

---

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Pokok yang besar 'tu, Che' Buyong, pokok apa nama-nya?

B: Ah, ini pokok kelapa nama-nya, Che' Mutalib.

A: Pokok kelapa?

B: Ya. Di-sebut jugak, pokok nyiur ada juga di-sebut orang.

A: Mm . . . Apa faedah-nya yang orang dapat dari pokok kelapa, Che' Buyong?

B: Oh, pokok kelapa ini besar benar faedah-nya, Che' Mutalib, bagi orang Melayu di-Semenanjong Tanah Melayu 'ni.

A: Boleh Che' Buyong terangkan?

B: Boleh, boleh, Che' Mutalib.

A: Ya.

B: Yang mana Che' Mutalib 'nak tanya 'tu?

A: Eh, 'dah semua. . . . Saya tanya, tentang daun-nya, Che' Buyong.

B: The leaves can be used for casings of rice cakes.

A: And the stalk?

B: It can be made into broomsticks.

A: Mm . . . The fruit?

B: The fruit, yes?

A: Yes.

B: The fruit? Uh, the flesh of the fruit can be taken out and the milk extracted from it.

A: Oh. What is done with the milk?

B: It is used by the Malays in their cooking as gravy.

A: Gravy. And coconut oil also comes from the milk, Mr. Buyong?

B: Ah. . . . Oil is taken from it. Coconut oil can be used in many ways.

A: Oh, then it is very useful?

B: Oh, very. And from the fruit we can also get the husk. Coconut husk.

A: Oh. The one made into ropes?

B: Made into ropes, brooms, and many other things.

B: Daun-nya boleh buat sarong ketupat.

A: Dan lidi-nya?

B: Lidi-nya boleh di-buat penyapu.

A: Mm . . . Buah-nya?

B: Buah-nya, ya?

A: Ya.

B: Buah-nya? Eh, buah-nya boleh di-ambil isi-nya dan di-keluarkan santan-nya.

A: Oh. Santan 'tu pulak apa di-buat?

B: Santan itu-lah yang di-gunakan oleh orang Melayu jadi champoran masak gulai, jadi kuah.

A: Kuah. Dan minyak kelapa pun dari santan-nya jugak, Che' Buyong?

B: Ah. . . . Minyak pun di-keluarkan dari itu. Minyak kelapa 'tu macham-macham boleh di-gunakan.

A: Oh, jadi berguna besar-lah?

B: Oh, sangat. Dan daripada buah itu jugak kita boleh dapat sabut, sabut kelapa.

A: Oh. Yang di-buat tali sabut itu?

B: Buat tali, buat penyapu, macham-macham boleh di-gunakan.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- pokok apa nama-nya?
● Pokok yang besar 'tu, Che' Buyong, pokok apa nama-nya?

B: ● Ini pokok kelapa nama-nya, Che' Mutalib.
--- pokok nyior ada juga di-sebut orang.
● Di-sebut jugak, pokok nyior ada juga di-sebut orang.

A: --- dari pokok kelapa, Che' Buyong?
● Apa faedah-nya yang orang dapat dari pokok kelapa, Che' Buyong?

B: --- bagi orang Melayu di-Semenanjong Tanah Melayu 'ni.
● Oh, pokok kelapa ini besar benar faedah-nya, Che' Mutalib, bagi orang Melayu di-Semenanjong Tanah Melayu 'ni.

A: ● Boleh Che' Buyong terangkan?

B: --- Yang mana Che' Mutalib 'nak tanya 'tu?
● Boleh, boleh, Che' Mutalib. Yang mana Che' Mutalib 'nak tanya 'tu?

A: --- Saya tanya, tentang daun-nya, Che' Buyong.
● 'Dah semua. Saya tanya, tentang daun-nya, Che' Buyong.

B: ● Daun-nya boleh buat sarong ketupat.

A: ● Dan lidi-nya?

B: ● Lidi-nya boleh di-buat penyapu.

A: ● Buah-nya?

B: --- dan di-keluarkan santan-nya.
● Buah-nya boleh di-ambil isi-nya dan di-keluarkan santan-nya.

A: ● Oh. Santan 'tu pulak apa di-buat?

B: --- jadi champoran masak gulai, jadi kuah.
--- yang di-gunakan oleh orang Melayu jadi champoran masak gulai, jadi kuah.
● Santan itu-lah yang di-gunakan oleh orang Melayu jadi champoran masak gulai, jadi kuah.

A: ● Dan minyak kelapa pun dari santan-nya jugak, Che' Buyong?

B: ● Minyak pun di-keluarkan dari itu.
● Minyak kelapa 'tu macham-macham boleh di-gunakan.

A: ● Oh, jadi berguna besar-lah?

B: ● Oh, sangat.
--- sabut kelapa.
● Dan daripada buah itu jugak kita boleh dapat

sabut, sabut kelapa.

A: ● Yang di-buat tali sabut itu?

B: --- macham-macham boleh di-gunakan.
● Buta tali, buat penyapu, macham-macham boleh di-gunakan.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Pokok yang besar 'tu, Che' Buyong, pokok apa nama-nya?

B: * * *

A: Apa faedah-nya yang orang dapat dari pokok kelapa, Che' Buyong?

B: * * *

A: Boleh Che' Buyong terangkan?

B: * * *

A: 'Dah semua. Saya tanya, tentang daun-nya, Che' Buyong.

B: * * *

A: Dan lidi-nya?

B: * * *

A: Buah-nya?

B: * * *

A: Oh. Santan 'tu pulak apa di-buat?

B: * * *

A: Dan minyak kelapa pun dari santan-nya jugak, Che' Buyong?

B: * * *

A: Oh, jadi berguna besar-lah?

B: * * *

A: Yang di-buat tali sabut itu?

B: * * *

A: * * *

B: Ini pokok kelapa nama-nya, Che' Mutalib. Di-sebut

jugak, pokok nyior ada juga di-sebut orang.

A: * * *

B: Oh, pokok kelapa ini besar benar faedah-nya, Che' Mutalib, bagi orang Melayu di-Semenanjong Tanah Melayu 'ni.

A: * * *

B: Boleh, boleh, Che' Mutalib. Yang mana Che' Mutalib 'nak tanya 'tu?

A: * * *

B: Daun-nya boleh buat sarong ketupat.

A: * * *

B: Lidi-nya boleh di-buat penyapu.

A: * * *

B: Buah-nya boleh di-ambil isi-nya dan di-keluarkan santan-nya.

A: * * *

B: Santan itu-lah yang di-gunakan oleh orang Melayu jadi champoran masak gulai, jadi kuah.

A: * * *

B: Minyak pun di-keluarkan dati itu. Minyak kelapa 'tu macham-macham boleh di-gunakan.

A: * * *

B: Oh, sangat. Dan daripada buah itu jugak kita boleh dapat.

A: * * *

B: Buat tali, buat penyapu, macham-macham boleh di-gunakan.

1. What do you want to ask about, Mr. Mutalib?
2. What do you want to ask about, Mr. Arshad?
3. What do you want to ask about, Mr. Ibrahim?
4. What do you want to ask about, Mr. Rahman?
5. What do you want to ask about, Mr. Said?
6. What do you want to ask about, Mr. Mutalib?

1. I want to know about the leaves.
2. I want to know about the stalk.
3. I want to know about the fruit.
4. I want to know about the milk.
5. I want to know about the oil.
6. I want to know about the leaves.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Yang mana Che' Mutalib 'nak tanya 'tu?
2. Yang mana Che' Arshad 'nak tanya 'tu?
3. Yang mana Che' Ibrahim 'nak tanya 'tu?
4. Yang mana Che' Rahman 'nak tanya 'tu?
5. Yang mana Che' Said 'nak tanya 'tu?
6. Yang mana Che' Mutalib 'nak tanya 'tu?

Drill 2

1. Saya tanya, tentang daun-nya.
2. Saya tanya, tentang lidi-nya.
3. Saya tanya, tentang buah-nya.
4. Saya tanya, tentang santan-nya.
5. Saya tanya, tentang minyak-nya.
6. Saya tanya, tentang daun-nya.

1. And coconut oil also comes from the milk?
2. But coconut oil also comes from the milk?
3. Then coconut oil also comes from the milk?
4. In that case coconut oil also comes from the milk?
5. Is it true that coconut oil also comes from the milk?
6. And coconut oil also comes from the milk?

Drill 3

1. Dan minyak kelapa pun dari santan-nya?
2. Tapi minyak kelapa pun dari santan-nya?
3. Jadi minyak kelapa pun dari santan-nya?
4. Kalau bagitu minyak kelapa pun dari santan-nya?
5. Benar-kah minyak kelapa pun dari santan-nya?
6. Dan minyak kelapa pun dari santan-nya?

Lesson 15

TEST

Test on Unit 3

See instructions for this section in Lesson 5, page 65.

AN INTERMEDIATE-ADVANCED LEVEL

MALAY
REFRESHER COURSE

BOOK III

PART TWO

Pre-recorded Tapes 16-30

ED024956

AL 001 668

AN INTERMEDIATE - ADVANCED LEVEL

MALAY REFRESHER COURSE

BOOK III PART II

With

Pre-recorded Tapes 16-30

English Language Services, Inc.
919 Eighteenth Street, N.W.
Washington 6, D.C.

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PREFACE

Book III of "An Intermediate-Advanced Level Malay Refresher Course" consists of 30 lessons in the text material and 30 pre-recorded tapes of approximately 20 minutes in length to accompany the text. The 30 lessons and tapes are further divided into a total of 6 units containing 5 lessons and tapes per unit.

A typical unit of 5 lessons and tapes is made up of the following instructional materials:

I. Spontaneous Dialogues and Substitution Drills
II. Tests

The spontaneous dialogues and substitution Drills are contained on the first 4 tapes and in the first 4 lessons of each unit. The tests for each unit appear on each 5th tape, with answers appearing at the end of the Book.

Organization of the Lesson and Tape

I. Spontaneous Dialogues and Substitution Drills

The 4 dialogues of each unit, each appearing on one full tape of approximately 20 minutes, are in six sections:

- Dialogue for Listening
- Dialogue for Memorization
- Dialogue for Fluency
- Dialogue for Listening
- Dialogue for Participation
- Substitution Drills

All pre-recorded tapes of this course have been prepared for use on dual-track, language-instruction tape recorders, so that the student can record his voice on tape where required.

However, these instructional materials may also be used with single-track tape recorders or on unmodified dual-track tape recorders almost as effectively, in that the student can always repeat, if not actually record, where required.

● The Dialogue for Listening is a short, spontaneously created conversation between educated and imaginative speakers of Malay. No scripts whatsoever were used in recording the Dialogue for Listening section. It was originally and spontaneously created and recorded under minimum control conditions, to afford the student of Malay an opportunity to hear generous and authentic segments of spoken Malay.

Thus, from the moment the student hears the opening lines of the Dialogue for Listening, he is eavesdropping on a Malay conversation spoken naturally and effortlessly by native Malay speakers, with none of the usual artificialities to be found in previously written-out textbook dialogues. Read instructions for this and all other sections carefully in Lesson 1 of the text.

● The Dialogue for Memorization is a repetition of the Dialogue for listening with certain pedagogical features to facilitate student memorization of the material. The longer utterances of the dialogue are divided into partials. The student will hear the native speaker repeat the partials, beginning at the end of the utterance and working cumulatively toward the beginning. The student repeats on tape all partials, building up to whole utterances.

● The Dialogue for Fluency is a further step in facilitating student memorization of the dialogue. The student now repeats on tape whole utterances after the native speaker, no longer building up to them by means of partials.

● The Dialogue for Listening permits the student to hear the original, spontaneous dialogue once again. Having completely memorized the dialogue, this time he listens to improve his pronunciation and to hear the intonation of the native Malay speakers.

● The Dialogue for Participation is an informal check-up. The student himself can now gauge the degree of his control over the material, as he tests his ability to perform each of the two roles on tape from memory.

● The Substitution Drills give the student fluency in

controlling on tape the dialogue sentences with additional variations provided by the substitution elements. The student's goal in performing these drills is to be able to say the dialogue sentences with all substitution elements without hesitation and with acceptable pronunciation.

II. Tests

The final tape of each unit is a short check-up containing 2 translation drills, based on the 4 preceding dialogues of the unit. The student is asked to listen, and immediately to provide a suitable written English translation.

English equivalents are provided for all dialogues and drills throughout the text. These are not literal translations but are contextual equivalents.

The teaching techniques used on tape are the result of the application of modern linguistic theory to language learning. The dialogues and drills have been designed to give the student maximum utilization of the materials provided. The student participates in using the materials in various ways, until he gains active control over the forms presented.

Organization of the Course as a Whole

Book III with its accompanying tapes is the 3rd Book of a Malay course consisting of 4 Books and 140 pre-recorded tapes. The materials of Book III, like Book II, are considered to be intermediate-advanced.

Detailed descriptions of Books I, II, and IV will be found in the Prefaces to those three volumes.

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All pre-recorded tapes were prepared in the studios of Radio Singapore, through an arrangement with the Ministry of Culture.

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Unit 4

Lessons 16-20

MALAY DANCES

A: Mr. Mutalib and Miss Asiah, where are you two going in such a hurry, with all these things, the drum tamborine and gong?

B: We are going for a rehearsal.

C: Miss Asiah is going for a dance practice, while I am going to practise the art of self-defence, Mr. Buyong.

A: Oh, the art of self-defence. Where do you practise?

B: At the youth association center.

C: We actually have a club-house, Mr. Buyong.

A: That's good. Those dance practices, those Malay folk dances, what are the names of those dances?

C: They are the "Zapin" dance, the "Ashik" dance, the "Seram-pang Laut" dance . . .

B: The "Joget," the "Mak Inang," the "Dondang Sayang" . . .

A: The clothes are complete, too?

B: Yes.

C: Yes, yes, Mr. Buyong.

Lesson 16

TARIAN MELAYU

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Che' Mutalib, dengan Che' Asiah 'ni, ka-mana, nampak 'ni sibok-sibok dengan gendang, rebana, gong 'ni?

B: Kami 'nak pergi berlateh.

C: Che' Asiah, pergi berlateh menari, saya pergi berlateh bersilat penchak, Che' Buyong.

A: Oh, silat penchak, ka-mana berlateh 'tu?

B: Di-rumah persatuan pemuda pemudi.

C: Kami memang ada rumah persatuan, Che' Buyong.

A: Bagus. Berlateh tari-tari 'tu, tari-tari Melayu asli 'tu, apa nama tari-tarian-nya?

C: Tari-tarian Zapin, Tari Ashik, Tari Serampang Laut . . .

B: Joget, Mak Inang, Dondang Sayang . . .

A: Pakaian-nya pun ada mahu siap?

B: Ya.

C: Ada, ada, Che' Buyong.

A: Eh, what about the musical instruments?

C: Eh . . .

A: What are the main ones?

C: The violin, Mr. Buyong, the gong, eh, the drum . . .

B: The drum . . . the tambourine . . .

A: Oh, all that. Eh, so . . . in those dances, do men and women dance together?

B: Some are like that, some only women.

C: Eh, some are in pairs, Mr. Buyong, for instance, three men and three women.

A: Which, what is the most popular dance now?

C: The dance . . .

B: The "Dondang Sayang."

A: What dance?

C: The "Serampang Dua Belas."

A: The "Serampang Dua Belas," yes.

C: Yes.

A: All right. Thank you.

A: Eh, perkakas bunyian-bunyian-nya?

C: Eh . . .

A: Apa yang terutama-nya?

C: Biloa, Che' Buyong, gong, eh, gendang . . .

B: Gendang . . . rebana . . .

A: Oh, semua 'tu, ya. Eh, jadi . . . tari-tarian itu laki-laki dengan perempuan menari sama-sama-lah?

B: Ada yang bagitu, ada yang perempuan saja.

C: Eh, berpasang-pasang pun ada, Che' Buyong, umpama-nya tiga laki-laki, tiga perempuan.

A: Yang, yang di-sukai benar sekarang tarian apa?

C: Tarian . . .

B: Dondang Sayang.

A: Tarian apa?

C: Serampang Dua Belas.

A: Serampang Dua Belas, ya.

C: Ya.

A: Baik-lah. Terima kaseh.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- dengan gendang rebana gong 'ni?
--- ka-mana, nampak 'ni sibok-sibok dengan gendang rebana gong 'ni?
● Che' Mutalib, dengan Che' Asiah 'ni, ka-mana, nampak 'ni sibok-sibok dengan gendang rebana gong 'ni?

B: ● Kami 'nak pergi berlateh.

C: --- saya pergi berlateh bersilat penchak, Che' Buyong.
● Che' Asiah pergi berlateh menari, saya pergi berlateh bersilat penchak, Che' Buyong.

A: ● Oh. Ka-mana berlateh 'tu?

B: ● Di-rumah persatuan pemuda pemudi.

C: ● Kami memang ada rumah persatuan, Che' Buyong.

A: ● Bagus.
--- apa nama tari-tarian-nya?
--- tari-tari Melayu asli 'tu, apa nama tari-tarian-nya?
● Berlateh tari-tari 'tu, tari-tari Melayu asli 'tu, apa nama tari-tarian-nya?

C: --- Tari Ashik, Tari Serampang Laut.

● Tari-tarian Zapin, Tari Ashik, Tari Serampang Laut.

B: ● Joget, Mak Inang, Dondang Sayang . . .

A: ● Pakaian-nya pun ada mahu siap?

B: ● Ya.

C: ● Ada, ada, Che' Buyong.

A: --- Apa yang terutama-nya?
● Perkakas bunyian-bunyian-nya? Apa yang terutama-nya?

C: ● Biola, Che' Buyong, gong, gendang . . .

B: ● Rebana . . .

A: ● Oh, semua 'tu, ta.
--- laki-laki dengan perempuan menari sama-sama-lah?
● Jadi tari-tarian itu laki-laki dengan perempuan menari sama-sama-lah?

B: ● Ada yang bagitu, ada yang perempuan saja.

C: --- umpama-nya tiga laki-laki, tiga perempuan.
● Berpasang-pasang pun ada, Che' Buyong, umpama-nya tiga laki-laki, tiga perempuan.

A: ● Yang di-sukai benar sekarang tarian apa?

B: ● Dondang Sayang.

A: ● Tarian apa?

C: ● Serampang Dua Belas.

A: ● Baik-lah. Terima kaseh.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Che' Mutalib, dengan Che' Asiah 'ni, ka-mana, nampak 'ni sibok-sibok dengan gendang rebana gong 'ni?

B: Kami 'nak pergi berlateh.

C: * * *

A: Oh. Ka-mana berlateh 'tu?

B: Di-rumah persatuan pemuda pemudi.

C: * * *

A: Bagus. Berlateh tari-tari 'tu, tari-tari Melayu asli 'tu, apa nama tari-tarian-nya?

C: * * *

B: Joget, Mak Inang, Dondang Sayang . . .

A: Pakaian-nya pun ada mahu siap?

B: Ya.

C: * * *

A: Perkakas bunyian-bunyian-nya? Apa yang ter-utama-nya?

C: * * *

B: Rebana . . .

A: Oh, semua 'tu, ya. Jadi tari-tarian itu laki-laki dengan perempuan menari sama-sama-lah?

B: Ada yang bagitu, ada yang perempuan saja.

C: * * *

A: Yang di-sukai benar sekarang tarian apa?

B: Dondang Sayang.

A: Tarian apa?

C: * * *

A: Baik-lah. Terima kaseh.

A: * * *

B: Kami 'nak pergi berlateh.

C: Che' Asiah pergi berlateh menari, saya pergi berlateh bersilat penchak, Che' Buyong.

A: * * *

B: Di-rumah persatuan pemuda pemudi.

C: Kami memang ada rumah persatuan, Che' Buyong.

A: * * *

C: Tari-tarian Zapin, Tari Ashik, Tari Serampang Laut.

B: Joget, Mak Inang, Dondang Sayang . . .

A: * * *

B: Ya.

C: Ada, ada, Che' Buyong.

A: * * *

C: Biola, Che' Buyong, gong, gendang . . .

B: Rebana . . .

A: * * *

B: Ada yang bagitu, ada yang perempuan saja.

C: Berpasang-pasang pun ada, Che' Buyong, umpamanya tiga laki-laki, tiga perempuan.

A: * * *

B: Dondang Sayang.

A: * * *

C: Serampang Dua Belas.

A: * * *

1. The clothes are complete, too?
2. The clothes are changed too?
3. The clothes are bought, too?
4. The clothes are folded, too?
5. The clothes are sewn, too?
6. The clothes are complete, too?

1. What are the main ones?
2. What are the important ones?
3. What are the good ones?
4. What are the favourite ones?
5. What are the likable ones?
6. What are the main ones?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Pakaian-nya pun ada mahu siap?
2. Pakaian-nya pun ada mahu tukar?
3. Pakaian-nya pun ada mahu beli?
4. Pakaian-nya pun ada mahu lipat?
5. Pakaian-nya pun ada mahu jahit?
6. Pakaian-nya pun ada mahu siap?

Drill 2

1. Apa yang terutama-nya?
2. Apa yang mustahak-nya?
3. Apa yang baik-nya?
4. Apa yang kegemaran-nya?
5. Apa yang kesukaan-nya?
6. Apa yang terutama-nya?

1. What is the most popular dance now?
2. What is the most popular song now?
3. What is the most popular movie now?
4. What is the most popular game now?
5. What is the most popular magazine now?
6. What is the most popular dance now?

Drill 3

1. Yang di-suka benar sekarang tarian apa?
2. Yang di-suka benar sekarang nyanyian apa?
3. Yang di-suka benar sekarang wayang gambar apa?
4. Yang di-suka benar sekarang permainan apa?
5. Yang di-suka benar sekarang majallah apa?
6. Yang di-suka benar sekarang tarian apa?

THE NATIONAL LANGUAGE

A: Mr. Mutalib. How long have you been learning the national language?

B: I have been studying the national language for the last six months, Mr. Buyong.

A: With whom are you studying the national language?

B: There is a teacher teaching me, Mr. Buyong.

A: Oh, a teacher. A Malay teacher.

B: Yes. A Malay teacher.

A: Mm. . . . How do you find the national language?

B: I think it's quite simple. And . . . I think I'm making a little . . . progress in it, Mr. Buyong.

A: And now you are learning diligently, aren't you?

B: Yes, that's so.

A: Why are you learning the national language so diligently?

B: Because the national language has become the official language of Singapore.

Lesson 17

BAHASA KEBANGSAAN

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Che' Mutalib. Sudah berapa lama awak belajar bahasa kebangsaan?

B: Saya belajar bahasa kebangsaan 'dah enam bulan, Che' Buyong.

A: Dengan siapa awak belajar bahasa kebangsaan?

B: Ada sa-orang guru mengajar saya, Che' Buyong.

A: Oh, guru, guru orang Melayu.

B: Ya. Guru orang Melayu.

A: Mm. . . . Bagaimana pendapat awak belajar bahasa kebangsaan itu?

B: Saya rasa mudah. Dan . . . saya rasa saya maju dalam . . . pelajaran itu, Che' Buyong.

A: Jadi awak sekarang belajar rajin, ya?

B: Ya. Bagitu-lah.

A: Mengapa awak belajar rajin bahasa kebangsaan?

B: Sebab bahasa kebangsaan 'tu jadi bahasa rasmi di-Singapura 'ni.

A: Mm. . . . Good. I, uh . . . What do you think about learning the national language now?

B: I feel . . .

A: Which . . .

B: It's good. Because everyone here in Singapore is learning the national language.

A: Uh, all races in Singapore?

B: All races. Because the language has become the official language of Singapore.

A: Mm. . . . Bagus. Saya, eh . . . Bagaimana rasa awak belajar bahasa kebangsaan itu sekarang?

B: Saya rasa . . .

A: Yang . . .

B: Bagus. Sebab semua orang-orang yang ada di-Singapura ini belajar bahasa kebangsaan.

A: Eh, semua suku bangsa, di-Singapura?

B: Semua suku bangsa. Sebab bahasa itu jadi bahasa rasmi di-Negara Singapura 'ni.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- awak belajar bahasa kebangsaan?
● Che' Mutalib. Sudah berapa lama awak belajar bahasa kebangsaan?

B: --- 'dah enam bulan, Che' Buyong.
● Saya belajar bahasa kebangsaan 'dah enam bulan, Che' Buyong.

A: ● Dengan siapa awak belajar bahasa kebangsaan?

B: ● Ada sa-orang guru mengajar saya, Che' Buyong.

A: ● Bagaimana pendapat awak belajar bahasa

kebangsaan itu?

B: --- Dan saya rasa saya maju dalam pelajaran itu, Che' Buyong.
● Saya rasa mudah. Dan saya rasa saya maju dalam pelajaran itu, Che' Buyong.

A: ● Jadi awak sekarang belajar rajin, ya?

B: ● Ya. Bagitu-lah.

A: ● Mengapa awak belajar rajin bahasa kebangsaan?

B: --- bahasa rasmi di-Singapura 'ni.
● Sebab bahasa kebangsaan tu jadi bahasa rasmi di-Singapura ni.

A: ● Bagaimana rasa awak belajar bahasa kebangsaan itu sekarang?

B: --- semua orang-orang yang ada di-Singapura ini belajar bahasa kebangsaan.
● Bagus. Sebab semua orang-orang yang ada di-Singapura ini belajar bahasa kebangsaan.

A: ● Semua suku bangsa di-Singapura?

B: --- bahasa itu jadi bahasa rasmi di-Negara Singapura 'ni.
● Semua suku bangsa. Sebab bahasa itu jadi bahasa rasmi di-Negara Singapura 'ni.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Che' Mutalib. Sudah berapa lama awak belajar bahasa kebangsaan?

B: * * *

A: Dengan siapa awak belajar bahasa kebangsaan?

B: * * *

A: Bagaimana pendapat awak belajar bahasa kebangsaan itu?

B: * * *

A: Jadi awak sekarang belajar rajin, ya?

B: * * *

A: Mengapa awak belajar rajin bahasa kebangsaan?

B: * * *

A: Bagaimana rasa awak belajar bahasa kebangsaan itu sekarang?

B: * * *

A: Semua suku bangsa di-Singapura?

B: * * *

A: * * *

B: Saya belajar bahasa kebangsaan 'dah enam bulan, Che' Buyong.

A: * * *

B: Ada sa-orang guru mengajar saya, Che' Buyong.

A: * * *

B: Saya rasa mudah. Dan saya rasa saya maju dalam pelajaran itu, Che' Buyong.

A: * * *

B: Ya. Bagitu-lah.

A: * * *

B: Sebab bahasa kebangsaan 'tu jadi bahasa rasmi di-Singapura 'ni.

A: * * *

B: Bagus. Sebab semua orang-orang yang ada di-Singapura ini belajar bahasa kebangsaan.

A: * * *

B: Semua suku bangsa. Sebab bahasa itu jadi bahasa rasmi di-Negara Singapura 'ni.

1. I have been studying the national language for the last six months.
2. I have been studying music for the last six months.
3. I have been studying geography for the last six months.
4. I have been studying law for the last six months.
5. I have been studying engineering for the last six months.
6. I have been studying the national language for the last six months.

1. I think I'm making a little progress in it.
2. I think my child is making a little progress in it.
3. I think my brother is making a little progress in it.
4. I think you are making a little progress in it.
5. I think he is making a little progress in it.
6. I think I'm making a little progress in it.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Saya belajar bahasa kebangsaan 'dah enam bulan.
2. Saya belajar musik 'dah enam bulan.
3. Saya belajar 'ilmu 'alam 'dah enam bulan.
4. Saya belajar 'ilmu undang-undang 'dah enam bulan.
5. Saya belajar 'ilmu jurutera 'dah enam bulan.
6. Saya belajar bahasa kebangsaan 'dah enam bulan.

Drill 2

1. Saya rasa saya maju dalam pelajaran itu.
2. Saya rasa anak saya maju dalam pelajaran itu.
3. Saya rasa abang saya maju dalam pelajaran itu.
4. Saya rasa awak maju dalam pelajaran itu.
5. Saya rasa dia maju dalam pelajaran itu.
6. Saya rasa saya maju dalam pelajaran itu.

1. All races in Singapore.
2. All roads in Singapore.
3. All Chinese in Singapore.
4. All trains in Singapore.
5. All bus stops in Singapore.
6. All races in Singapore.

Drill 3

1. Semua suku bangsa, di-Singapura.
2. Semua jalan raya, di-Singapura.
3. Semua orang China, di-Singapura.
4. Semua kereta api, di-Singapura.
5. Semua perhentian bas, di-Singapura.
6. Semua suku bangsa, di-Singapura.

A VISIT TO KUALA LUMPUR

A: I haven't seen you for quite a while, Mr. Mutalib. Where have you been?

B: Mm . . . During the time you didn't see me . . .

A: Ah.

B: . . . I was in Kuala Lumpur.

A: Kuala Lumpur?

B: Yes.

A: You . . . How did you go?

B: I went by train, Mr. Buyong.

A: Oh, by train. How long were you there, Mr. Mutalib?

B: I was there four days . . .

A: Oh . . .

B: . . . staying at the house of a relative.

A: Oh, at a relative's house. How were things there? How was the weather?

Lesson 18

MELAWAT KUALA LUMPUR

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Saya lama 'tak nampak awak ini, Che' Mutalib. Mana pergi?

B: Mm . . . Ia-lah masa awak 'tak nampak 'tu . . .

A: Ah.

B: . . . saya ka-Kuala Lumpur.

A: Kuala Lumpur?

B: Ya.

A: Awak . . . awak pergi dengan apa?

B: Saya pergi dengan kereta api, Che' Buyong.

A: Oh, dengan kereta api. Berapa lama awak sana, Che' Mutalib?

B: Di-sana saya empat hari . . .

A: Oh . . .

B: . . . tinggal di-rumah saudara saya.

A: Oh, tinggal di-rumah saudara. Apa hal di-sana? Hawa sana bagaimana?

B: The weather while I was there . . . wasn't very good, and it rained all the time.

A: Oh, yes, always raining.

B: Mm.

A: Not in Singapore. In Singapore it was very hot. Everyone was restless, day and night.

B: Yes.

A: Restless. You said just now you were four days in Kuala Lumpur?

B: Yes.

A: Then you went back?

B: Ah . . . I went back.

A: How did you return?

B: I returned by bus.

A: Oh, by bus.

B: Leaving Kuala Lumpur . . .

A: Mm.

B: . . . I took a bus, and stopped by at Malacca.

A: Stopping at Malacca, yes.

B: Ah.

A: You didn't stay overnight?

B: Not overnight.

B: Hawa sana ia-lah semenjak saya ada di-sana, keadaan hawa . . . chuacha 'tak bagitu baik dan selalu hujan.

A: Oh, hujan selalu ya.

B: Mm.

A: Di-Singapura tidak. Di-Singapura panas-lah. Orang siang malam gelisah.

B: Ya.

A: Gelisah. Kemudian awak kata tadi, awak empat hari Kuala Lumpur?

B: Ya.

A: Kemudian balek-lah?

B: Ah . . . Kami balek.

A: Balek dengan apa?

B: Saya balek dengan bas.

A: Oh, dengan bas.

B: Jadi dari Kuala Lumpur . . .

A: Mm.

B: . . . saya naik bas, singgah di-Melaka.

A: Singgah Melaka, ya.

B: Ah.

A: Bermalam 'tak?

B: 'Tak bermalam.

A: Not overnight.

B: I stopped for about half an hour at Malacca. Then from Malacca, the bus came on to Singapore.

A: Well, well, enjoyable, wasn't it, Mr. Mutalib?

B: In short, I left Kuala Lumpur in the morning, and I arrived in Singapore in the evening.

A: Well, well, enjoyable, wasn't it?

A: 'Tak bermalam.

B: Lebeh kurang sa-tengah jam berhenti di-Melaka. Kemudian dari Melaka, bas itu berjalan-lah semula, sampai ka-Singapura.

A: Wah, wah, seronok. Ya, Che' Mutalib?

B: Pendek-nya, pagi saya bertolak di-Kuala Lumpur, petang sampai-lah di-Singapura.

A: Wah, wah, seronok. Ya?

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- Mana pergi?
● Saya lama 'tak nampak awak ini, Che' Mutalib. Mana pergi?

B: --- saya ka-Kuala Lumpur.
● Ia-lah masa awak 'tak nampak 'tu, saya ka-Kuala Lumpur.

A: ● Awak pergi dengan apa?

B: ● Saya pergi dengan kereta api, Che' Buyong.

A: --- Berapa lama awak sana, Che' Mutalib?
● Oh, dengan kereta api. Berapa lama awak sana, Che' Mutalib?

B: --- tinggal di-rumah saudara saya.
● Di-sana saya empat hari, tinggal di-rumah saudara saya.

A: ● Apa hal di-sana? Hawa di-sana bagaimana?

B: --- keadaan hawa chuacha 'tak bagitu baik dan selalu hujan.
● Hawa sana ia-lah semenjak saya ada di-sana, keadaan hawa chuacha 'tak bagitu baik dan selalu hujan.

A: --- Orang siang malam gelisah.
● Di-Singapura tidak, di-Singapura panas-lah. Orang siang malam gelisah.
--- awak empat hari Kuala Lumpur.
● Kemudian awak kata tadi, awak empat hari Kuala Lumpur.

B: ● Ya.

A: ● Kemudian balek-lah.

B: ● Kami balek.

A: ● Balek dengan apa?

B: ● Saya balek dengan bas.
--- saya naik bas, singgah di-Melaka.
● Jadi dari Kuala Lumpur saya naik bas, singgah di-Melaka.

A: ● Bermalam 'tak?

B: --- Lebeh kurang sa-tengah jam berhenti di-Melaka.

● 'Tak bermalam. Lebeh kurang sa-tengah jam berhenti di-Melaka.

--- bas itu berjalan-lah semula, sampai ka-Singapura.

● Kemudian dari Malaka, bas itu berjalan-lah semula, sampai ka-Singapura.

A: ● Wah, wah, seronok. Ya, Che' Mutalib?

B: --- petang sampai-lah di-Singapura.

● Pendek-nya pagi saya bertolak di-Kuala Lumpur, petang sampai-lah di-Singapura.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Saya lama 'tak nampak awak ini, Che' Mutalib. Mana pergi?

B: * * *

A: Awak pergi dengan apa?

B: * * *

A: Oh, dengan kereta api. Berapa lama awak sana, Che' Mutalib?

B: * * *

A: Apa hal di-sana? Hawa di-sana bagaimana?

B: * * *

A: Di-Singapura tidak, di-Singapura panas-lah. Orang siang malam gelisah. Kemudian awak kata tadi, awak empat hari Kuala Lumpur.

B: * * *

A: Kemudian balek-lah.

B: * * *

A: Balek dengan apa?

B: * * *

A: Bermalam 'tak?

B: * * *

A: Wah, wah, seronok. Ya, Che' Mutalib?

B: * * *

A: * * *

B: Ia-lah masa awak 'tak nampak 'tu, saya ka-Kuala Lumpur.

A: * * *

B: Saya pergi dengan kereta api, Che' Buyong.

A: * * *

B: Di-sana saya empat hari, tinggal di-rumah saudara saya.

A: * * *

B: Hawa sana ia-lah semenjak saya ada di-sana, keadaan hawa chuacha 'tak bagitu baik dan selalu hujan.

A: * * *

B: Ya.

A: * * *

B: Kami balek.

A: * * *

B: Saya balek dengan bas. Jadi dari Kuala Lumpur saya naik bas, singgah di-Melaka.

A: * * *

1. In Singapore it was very hot.
2. In Singapore it was very cold.
3. In Singapore it was very rainy.
4. In Singapore it was very cloudy.
5. In Singapore it was very pleasant.
6. In Singapore it was very hot.

1. I was there four days.
2. I was there six hours.

B: 'Tak bermalam. Lebeh kurang sa-tengah jam berhenti di-Melaka. Kemudian dari Melaka, bas itu berjalan-lah semula, sampai ka-Singapura.

A: * * *

B: Pendek-nya, pagi saya bertolak di-Kuala Lumpur, petang sampai-lah di-Singapura.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Di-Singapura panas-lah.
2. Di-Singapura sejok-lah.
3. Di-Singapura hujan-lah.
4. Di-Singapura mendong-lah.
5. Di-Singapura nyaman-lah.
6. Di-Singapura panas-lah.

Drill 2

1. Di-sana saya empat hari.
2. Di-sana saya enam jam.

3. I was there two weeks.
4. I was there three months.
5. I was there five years.
6. I was there four days.

1. I took a bus, and stopped by at Malacca.
2. I took a plane, and stopped by at Malacca.
3. I took a train, and stopped by at Malacca.
4. I took a boat, and stopped by at Malacca.
5. I took a car, and stopped by at Malacca.
6. I took a bus, and stopped by at Malacca.

3. Di-sana saya dua minggu.
4. Di-sana saya tiga bulan.
5. Di-sana saya lima tahun.
6. Di-sana saya empat hari.

Drill 3

1. Saya naik bas, singgah di-Melaka.
2. Saya naik kapal terbang, singgah di-Melaka.
3. Saya naik kereta-api, singgah di-Melaka.
4. Saya naik kapal, singgah di-Melaka.
5. Saya naik motokar, singgah di-Melaka.
6. Saya naik bas, singgah di-Melaka.

THE PEOPLE OF SINGAPORE

A: What is the population of Singapore at present, Mr. Buyong?

B: Singapore's population at present, Mr. Mutalib, is slightly more than one and a half million people.

A: What race or what *group* is the largest in number, Mr. Buyong?

B: The group which, which is largest at present . . .

A: Yes.

B: . . . in Singapore are the Chinese.

A: Uh, the second largest, Mr. Buyong?

B: Uh, the Malays.

A: Yes.

B: And the next largest group are the Indians. The Indians.

A: Then what are the occupations of the people of Singapore, Mr. Buyong?

B: The main occupation of the people of Singapore right now is

Lesson 19

ORANG-ORANG SINGAPURA

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1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Berapa ramai pendudok-pendudok di-Singapura sekarang 'ni, Che' Buyong?

B: Pendudok Singapura sekarang, Che' Mutalib, lebeh sadikit daripada satu sa-tengah juta orang.

A: Jadi suku kaum mana-kah, atau suku kaum apa-kah, yang besar dan banyak sa-kali, Che' Buyong?

B: Suku kaum yang, yang ramai sa-kali . . .

A: Ya.

B: . . . di-Singapura 'ni, ia-lah suku kaum China.

A: Eh, yang nombor dua-nya, Che' Buyong?

B: Eh, suku kaum Melayu.

A: Ya.

B: Dan, yang kemudian lagi suku kaum India. Orang India.

A: Jadi apa-kah pekerjaan pendudok-pendudok di-Singapura 'ni, Che' Buyong?

B: Pekerjaan pendudok-pendudok Singapura 'ni,

business, buying and selling.

A: Which group does the most business?

B: Those who do the most business . . . are the Chinese.

A: What about the Malays, Mr. Buyong? What are their occupations?

B: The Malays now mostly . . . work with the government . . . with the armed forces . . . and also work as fishermen.

A: Oh. How about, uh, the relationship between the people of Singapore?

B: All the groups in Singapore live in peace and harmony, Mr. Mutalib.

terutama sa-kali berniaga, berjual beli.

A: Kaum apa-kah yang banyak berniaga?

B: Yang banyak berniaga 'tu . . . suku kaum orang China-lah.

A: Bagaimana pulak dengan orang Melayu, Che' Buyong? Apa-kah kerja-nya?

B: Orang-orang Melayu terutama sa-kali . . . bekerja makan gaji dengan Kerajaan . . . makan gaji dengan tentera . . . dan jadi nelayan.

A: Oh. Bagaimana, eh, persahabatan pendudok-pendudok Singapura 'ni?

B: Semua suku kaum dalam Singapura 'ni, hidup dengan aman damai, Che' Mutalib.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- di-Singapura sekarang 'ni, Che' Buyong?
- Berapa ramai pendudok-pendudok di-Singapura sekarang 'ni, Che' Buyong?

B: --- satu sa-tengah juta orang.
--- lebeh sadikit daripada satu sa-tengah juta orang.
- Pendudok Singapura sekarang, Che' Mutalib, lebeh sadikit daripada satu sa-tengah juta orang.

A: --- yang besar dan banyak sa-kali, Che' Buyong?
--- atau suku kaum apa-kah, yang besar dan banyak sa-kali, Che' Buyong?

● Jadi suku kaum mana-kah, atau suku kaum apa-kah, yang besar dan banyak sa-kali, Che' Buyong?

B: --- ia-lah suku kaum China.
--- yang ramai sa-kali di-Singapura 'ni, ia-lah suku kaum China.

● Suku kaum yang ramai sa-kali di-Singapura 'ni, ia-lah suku kaum China.

A: ● Yang nombor dua-nya, Che' Buyong?

B: --- suku kaum India. Orang India.
--- Dan, yang kemudian lagi suku kaum India. Orang India.

● Suku kaum Melayu. Dan, yang kemudian lagi suku kaum India. Orang India.

A: --- pendudok-pendudok di-Singapura 'ni, Che' Buyong?

● Jadi apa-kah pekerjaan pendudok-pendudok di-Singapura 'ni, Che' Buyong?

B: --- terutama sa-kali berniaga, berjual beli.

● Pekerjaan pendudok-pendudok Singapura 'ni, terutama sa-kali berniaga, berjual beli.

A: ● Kaum apa-kah yang banyak berniaga?

B: --- suku kaum orang China-lah.

● Yang banyak berniaga 'tu, suku kaum orang China-lah.

A: --- Apa-kah kerja-nya?
- Bagaimana pulak dengan orang Melayu, Che' Buyong? Apa-kah kerja-nya?

B: --- dan jadi nelayan.
--- makan gaji dengan tentera, dan jadi nelayan.
--- berkerja makan gaji dengan Kerajaan, makan gaji dengan tentera, dan jadi nelayan.
- Orang-orang Melayu terutama sa-kali, berkerja makan gaji dengan Kerajaan, makan gaji dengan tentera, dan jadi nelayan.

A: ● Bagaimana persahabatan pendudok-pendudok Singapura 'ni?

B: --- hidup dengan aman damai, Che' Mutalib.
- Semua suku kaum dalam Singapura 'ni, hidup dengan aman damai, Che' Mutalib.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Berapa ramai pendudok-pendudok di-Singapura sekarang 'ni, Che' Buyong?

B: * * *

A: Jadi suku kaum mana-kah, atau suku kaum apa-kah, yang besar dan banyak sa-kali, Che' Buyong?

B: * * *

A: Yang nombor dua-nya, Che' Buyong?

B: * * *

A: Jadi apa-kah pekerjaan pendudok-pendudok di-Singapura 'ni, Che' Buyong?

B: * * *

A: Kaum apa-kah yang banyak berniaga?

B: * * *

A: Bagaimana pulak dengan orang Melayu, Che' Buyong? Apa-kah kerja-nya?

B: * * *

A: Bagaimana persahabatan pendudok-pendudok Singapura 'ni?

B: * * *

A: * * *

B: Pendudok Singapura sekarang, Che' Mutalib, lebeh sadikit daripada satu sa-tengah juta orang.

A: * * *

B: Suku kaum yang ramai sa-kali di-Singapura 'ni, ialah suku kaum China.

A: * * *

B: Suku kaum Melayu. Dan, yang kemudian lagi suku kaum India. Orang India.

A: * * *

B: Pekerjaan pendudok-pendudok Singapura 'ni, terutama sa-kali berniaga, berjual beli.

A: * * *

B: Yang banyak berniaga 'tu, suku kaum orang China-lah.

A: * * *

B: Orang-orang Melayu terutama sa-kali, berkerja makan gaji dengan Kerajaan, makan gaji dengan tentera, dan jadi nelayan.

A: * * *

1. Slightly more than one and a half million people.
2. Slightly more than three and a half million people.
3. Slightly more than seven and a half million people.
4. Slightly more than eight and a half million people.
5. Slightly more than four and a half million people.
6. Slightly more than one and a half million people.

1. And the next largest group are the Indians.
2. And the next largest group are the Malays.
3. And the next largest group are the Eurasians.
4. And the next largest group are the Americans.
5. And the next largest group are the English.
6. And the next largest group are the Indians.

B: Semua suku kaum dalam Singapura 'ni, hidup dengan aman damai, Che' Mutalib.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Lebeh sadikit daripada satu sa-tengah juta orang.
2. Lebeh sadikit daripada tiga sa-tengah juta orang.
3. Lebeh sadikit daripada tujoh sa-tengah juta orang.
4. Lebeh sadikit daripada lapan sa-tengah juta orang.
5. Lebeh sadikit daripada empat sa-tengah juta orang.
6. Lebeh sadikit daripada satu sa-tengah juta orang.

Drill 2

1. Yang kemudian lagi suku kaum India.
2. Yang kemudian lagi suku kaum Melayu.
3. Yang kemudian lagi suku kaum Nasrani.
4. Yang kemudian lagi suku kaum Amerika.
5. Yang kemudian lagi suku kaum Inggeris.
6. Yang kemudian lagi suku kaum India.

1. Which group does the most business?
2. Which group does the most trade?
3. Which group does the most shipping?
4. Which group does the most advertising?
5. Which group does the most commerce?
6. Which group does the most business?

Drill 3

1. Kaum apa-kah yang banyak berniaga?
2. Kaum apa-kah yang banyak perniagaan?
3. Kaum apa-kah yang banyak perusahaan?
4. Kaum apa-kah yang banyak iklan?
5. Kaum apa-kah yang banyak perdagangan?
6. Kaum apa-kah yang banyak berniaga?

Lesson 20

TEST

Test on Unit 4

See instructions for this section in Lesson 5, page 65.

Unit 5

Lessons 21-25

A FIRE

A: Say, the fire at Bukit Ho Swee was really terrible, Mr. Buyong.

B: Yes. It was the biggest fire so far in Singapore, Mr. Buyong.

A: Yes, just look at the picture in the newspaper. It's really terrible. But I didn't go because everyone was prohibited from going there.

B: Actually, I . . . at the time of the fire, I was visiting a friend there . . .

A: Mm.

B: . . . and I had the opportunity to see it myself, Mr. Buyong.

A: It was a big fire, wasn't it?

B: Ah, terrible, Mr. Buyong.

A: It was on Raya Haji Day, wasn't it?

B: Yes, it was, in the afternoon, at about three o'clock.

A: But . . . it's lucky that the government has helped the people there.

Lesson 21

KEBAKARAN

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Amboi, bukan main dahshat kebakaran rumah di-Bukit Ho Swee 'tu, Che' Mutalib.

B: Ya. Itu satu kebakaran yang terbesar sa-kali-lah di-Singapura 'ni, Che' Buyong.

A: Ya, tengok gambar dalam surat-surat khabar pun bukan main lagi. Tapi saya 'tak pergi sebab ada larangan-lah jangan pergi.

B: Kebetulan saya . . . masa kebakaran 'tu, saya sedang menziarah sahabat saya di-situ . . .

A: Mm.

B: . . . jadi sempat-lah saya tengok, Che' Buyong.

A: Besar api-nya, ya?

B: Ah, bukan main, Che' Buyong.

A: Bila 'tu Hari Raya Haji 'kan?

B: Ya, Hari Raya Haji sa-belah petang, dalam pukul tiga bagitu-lah.

A: Tapi . . . nasib baik-lah orang-orang di-situ 'dah di-bantu oleh kerajaan.

B: Yes.

A: They'll be given, uh, they're being given shelter in school buildings, aren't they?

B: They are. And on the day of the fire, fire engines came to help . . .

A: Yes.

B: . . . and military fire engines also came

A: And many donations have been collected, haven't they?

B: Many. The government of the Federation of Malaya also donated, Mr. Buyong.

A. Mm.

B: Ya.

A: Akan di-beri, eh, 'dah di-tempatkan di-sekolah-sekolah bukan?

B: 'Dah di-tempatkan. Dan hari kejadian kebakaran itu pun, eh, sempat pehak-pehak pejabat bomba 'ni, pergi menolong . . .

A: Ya.

B: . . . dan bomba dari pehak tentera pun datang menolong.

A: Dan derma-derma pun 'dah banyak dapat, ya?

B: Banyak. Kerajaan Persekutuan Tanah Melayu pun ada bagi derma, Che' Buyong.

A: Mm.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- di-Bukit Ho Swee 'tu, Che' Mutalib.
- Amboi, bukan main dahshat kebakaran rumah di-Bukit Ho Swee 'tu, Che' Mutalib.

B: --- yang terbesar sa-kali-lah di-Singapura 'ni, Che' Buyong.
- Ya. Itu satu kebakaran yang terbesar sa-kali-lah di-Singapura 'ni, Che' Buyong.

A: --- dalam surat-surat khabar pun bukan main lagi.
● Ya, tengok gambar dalam surat-surat khabar pun bukan main lagi.
--- sebab ada larangan-lah jangan pergi.
● Tapi saya 'tak pergi sebab ada larangan-lah jangan pergi.

B: --- jadi sempat-lah saya tengok, Che' Buyong.
--- saya sedang menziarah sahabat saya di-situ, jadi sempat-lah saya tengok, Che' Buyong.
● Kebetulan masa kebakaran 'tu, saya sedang menziarah sahabat saya di-situ, jadi sempat-lah saya tengok, Che' Buyong.

A: ● Besar api-nya, ya?

B: ● Ah, bukan main, Che' Buyong.

A: ● Bila 'tu Hari Raya Haji 'kan?

B: --- dalam pukul tiga bagitu-lah.
● Ya, Hari Raya Haji sa-belah petang, dalam pukul tiga bagitu-lah.

A: --- orang-orang di-situ 'dah di-bantu oleh kerajaan.
● Tapi nasib baik-lah orang-orang di-situ 'dah di-bantu oleh kerajaan.

B: ● Ya.

A: --- di-tempatkan di-sekolah-sekolah bukan?
- Akan di-beri 'dah di-tempatkan di-sekolah-sekolah bukan?

B: - 'Dah di-tempatkan.
  --- dan bomba dari pehak tentera pun datang menolong.
  --- sempat pehak-pehak pejabat bomba 'ni, pergi menolong, dan bomba dari pehak tentera pun datang menolong.
- Dan hari kejadian kebakaran itu pun, sempat pehak-pehak pejabat bomba 'ni, pergi menolong, dan bomba dari pehak tentera pun datang menolong.

A: - Dan derma-derma pun 'dah banyak dapat, ya?

B: - Banyak.
- Kerajaan Persekutuan Tanah Melayu pun ada bagi derma, Che' Buyong.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Amboi, bukan main dahshat kebakaran rumah di-Bukit Ho Swee 'tu, Che' Mutalib.

B: * * *

A: Ya, tengok gambar dalam surat-surat khabar pun bukan main lagi. Tapi saya 'tak pergi sebab ada larangan-lah jangan pergi.

B: * * *

A: Besar api-nya, ya?

B: * * *

A: Bila 'tu Hari Raya Haji 'kan?

B: * * *

A: Tapi nasib baik-lah orang-orang di-situ 'dah di-bantu oleh kerajaan.

B: * * *

A: Akan di-beri 'dah di-tempatkan di-sekolah-sekolah bukan?

B: * * *

A: Dan derma-derma pun 'dah banyak dapat, ya?

B: * * *

A: * * *

B: Ya. Itu satu kebakaran yang terbesar sa-kali-lah di-Singapura 'ni, Che' Buyong.

A: * * *

B: Kebetulan masa kebakaran 'tu, saya sedang menziarah sahabat saya di-situ, jadi sempat-lah saya tengok, Che' Buyong.

A: * * *

B: Ah, bukan main, Che' Buyong.

A: * * *

B: Ya, Hari Raya Haji sa-belah petang, dalam pukul tiga bagitu-lah.

A: * * *

B: Ya.

A: * * *

B: 'Dah di-tempatkan. Dan hari kejadian kebakaran itu pun, sempat pehak-pehak pejabat bomba 'ni, pergi menolong, dan bomba dari pehak tentera pun datang menolong.

A: * * *

1. Because everyone was prohibited from going there.
2. And everyone was prohibited from going there.
3. But everyone was prohibited from going there.
4. So everyone was prohibited from going there.
5. If everyone was prohibited from going there.
6. Because everyone was prohibited from going there.

1. It was on Raya Haji Day, wasn't it?
2. It was on Raya Puasa Day, wasn't?
3. It was on Maulud Nabi Day, wasn't it?
4. It was on Deepavali Day, wasn't it?
5. It was on Thaipusam Day, wasn't it?
6. It was on Raya Haji Day, wasn't it?

B: Banyak. Kerajaan Persekutuan Tanah Melayu pun ada bagi derma, Che' Buyong.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Sebab ada larangan-lah jangan pergi.
2. Dan ada larangan-lah jangan pergi.
3. Tapi ada larangan-lah jangan pergi.
4. Jadi ada larangan-lah jangan pergi.
5. Kalau ada larangan-lah jangan pergi.
6. Sebab ada larangan-lah jangan pergi.

Drill 2

1. Bila 'tu Hari Raya Haji 'kan?
2. Bila 'tu Hari Raya Puasa 'kan?
3. Bila 'tu Hari Maulud Nabi 'kan?
4. Bila 'tu Hari Deepavali 'kan?
5. Bila 'tu Hari Thaipusam 'kan?
6. Bila 'tu Hari Raya Haji 'kan?

1. The government of the Federatio.. of Malaya also donated.

2. The government of the Malay Peninsula also donated.

3. The government of Negeri Sembilan also donated.

4. The government of Singapore Island also donated.

5. The government of Penang also donated.

6. The government of the Federation of Malaya also donated.

Drill 3

1. Kerajaan Persekutuan Tanah Melayu pun ada bagi derma.
2. Kerajaan Semenanjong Tanah Melayu pun ada bagi derma.
3. Kerajaan Negeri Sembilan pun ada bagi derma.
4. Kerajaan Pulau Singapura pun ada bagi derma.
5. Kerajaan Pulau Pinang pun ada bagi derma.
6. Kerajaan Persekutuan Tanah Melayu pun ada bagi derma.

AT THE POST OFFICE

A: Well, Mr. Mutalib, nine in the morning, and you're already at the post office. Whatever for?

B: I want to put some money in my savings account, Mr. Buyong. What about you?

A: I want to send a registered letter.

B: Oh, a registered letter?

A: Yes.

B: Where are you sending it to, Mr. Buyong?

A: I'm sending it to Ipoh, only to Ipoh.

B: What is the postage for a registered letter, Mr. Buyong?

A: A registered letter . . . if it weighs an ounce, is only thirty cents, but if it is heavier, you have to add a little more.

B: Oh. How many days does it take for a registered letter to reach Ipoh, Mr. Buyong?

A: If we send it today, it will reach there tomorrow. At present all letters are sent by air.

Lesson 22

DI-PEJABAT POS

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Ai, Che' Talib, pukul sembilan pagi 'ni 'dah ada di-Pejabat Pos 'ni. 'Nak mengapa?

B: Saya datang 'nak masokkan duit sabing bank saya 'ni, Che' Buyong. Awak apa hal?

A: Saya 'nak menghantar surat rajister.

B: Oh, surat rajister?

A: Ah.

B: Ka-mana awak 'nak hantar, Che' Buyong?

A: Saya 'nak hantar surat rajister ka-Ipoh, bukan ka-mana, Ipoh saja.

B: Jadi berapa sen duit setem untok rajister, Che' Buyong?

A: Surat rajister kalau . . . satu auns, chuma tiga puloh sen, tapi kalau lebeh, tambah-lah sikit lagi.

B: Oh. Jadi berapa hari surat rajister itu boleh sampai ka-Ipoh, Che' Buyong?

A: Hari ini kita kirim besok sampai-lah. Biasa-nya semua surat-surat dengan kapal terbang sekarang.

B: I'd like to ask you a question. If we want to send a parcel, where do we go, Mr. Buyong?

A: Ah, a parcel? At . . . the parcel . . . the parcel section, over there.

B: The parcel section?

A: Yes, there's the parcel section.

B: What's the postage, then, Mr. Buyong?

A: That depends on the weight of the goods. If it's heavy, the cost of the stamps will be more.

B: Goods in parcels, are they sent by rail or by air, Mr. Buyong?

A: Usually, parcels are sent by rail.

B: Oh, I see.

A: Ah.

B: Ada satu perkara saya 'nak tanya. Kalau kita 'nak kirim bungkusan-lah, di-mana pulak, Che' Buyong?

A: Ah, bungkusan itu ada? Di . . . bahagian . . . bahagian membungkus-bungkus 'tu.

B: Pejabat kiriman bungkus?

A: Ah, kiriman bungkus, ah, sana ada.

B: Jadi berapa pulak harga setem kita kena bayar 'tu, Che' Buyong?

A: Itu mengikut timbangan barang-lah, kalau berat banyak-lah bayaran setem-nya.

B: Barang-barang yang di-kirim barang-barang bungkusan-lah, dengan kereta api-kah, dengan kapal terbang di-bawak, Che' Buyong?

A: Biasa-nya barang-barang dengan kereta api.

B: Oh, bagitu.

A: Ah.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- 'Nak mengapa?
--- 'dah ada di-Pejabat Pos 'ni. 'Nak mengapa?

● Ai, Che' Talib, pukul sembilan pagi 'ni 'dah ada di-Pejabat Pos 'ni. 'Nak mengapa?

B: --- sabing bank saya 'ni, Che' Buyong.
- Saya datang 'nak masokkan duit sabing bank saya 'ni, Che' Buyong.
- Awak apa hal?

A: - Saya 'nak menghantar surat rajister.

B: - Ka-mana awak 'nak hantar, Che' Buyong?

A: --- bukan ka-mana, Ipoh saja.
- Saya 'nak hantar surat rajister ka-Ipoh, bukan ka-mana, Ipoh saja.

B: - Jadi berapa sen duit setem untok rajister, Che' Buyong?

A: --- tapi kalau lebeh, tambah-lah sikit lagi.
--- chuma tiga puloh sen, tapi kalau lebeh, tambah-lah sikit lagi.
- Surat rajister kalau satu auns, chuma tiga puloh sen, tapi kalau lebeh, tambah-lah sikit lagi.

B: --- boleh sampai ka-Ipoh, Che' Buyong?
- Jadi berapa hari surat rajister itu boleh sampai ka-Ipoh, Che' Buyong?

A: - Hari ini kita kirim besok sampai-lah.
--- dengan kapal terbang sekarang.
- Biasa-nya semua surat-surat dengan kapal terbang sekarang.

B: --- di-mana pulak, Che' Buyong?
--- Kalau kita 'nak kirim bungkusan-lah, di-mana pulak, Che' Buyong?

● Ada satu perkara saya 'nak tanya. Kalau kita 'nak kirim bungkusan-lah, di-mana pulak, Che' Buyong?

A: --- Kiriman bungkus, sana ada.
● Di-bahagian membungkus-bungkus 'tu. Kiriman bungkus, sana ada.

B: --- kita kena bayar 'tu, Che' Buyong?
● Jadi berapa pulak harga setem kita kena bayar 'tu, Che' Buyong?

A: --- kalau berat banyak-lah bayaran setem-nya.
● Itu mengikut timbangan barang-lah, kalau berat banyak-lah bayaran setem-nya.

B: --- dengan kapal terbang di-bawak, Che' Buyong?
--- dengan kereta api-kah, dengan kapal terbang di-bawak, Che' Buyong?
● Barang-barang yang di-kirim barang-barang bungkusan-lah, dengan kereta api-kah, dengan kapal terbang di-bawak, Che' Buyong?

A: ● Biasa-nya barang-barang dengan kereta api.

B: ● Oh, bagitu.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Ai, Che' Talib, pukul sembilan pagi 'ni 'dah ada di-Pejabat Pos 'ni. 'Nak mengapa?

B: * * *

A: Saya 'nak menghantar surat rajister.

B: * * *

A: Saya 'nak hantar surat rajister ka-Ipoh, bukan ka-mana, Ipoh saja.

B: * * *

A: Surat rajister kalau satu auns, chuma tiga puloh sen, tapi kalau lebeh, tambah-lah sikit lagi.

B: * * *

A: Hari ini kita kirim besok sampai-lah. Biasa-nya semua surat-surat dengan kapal terbang sekarang.

B: * * *

A: Di-bahagian membungkus-bungkus 'tu. Kiriman bungkus, sana ada.

B: * * *

A: Itu mengikut timbangan barang-lah, kalau berat banyak-lah bayaran setem-nya.

B: * * *

A: Biasa-nya barang-barang dengan kereta api.

B: * * *

A: * * *

B: Saya datang 'nak masokkan duit sabing bank saya 'ni, Che' Buyong. Awak apa hal?

A: * * *

B: Ka-mana awak 'nak hantar, Che' Buyong?

A: * * *

B: Jadi berapa sen duit setem untok rajister, Che' Buyong?

A: * * *

B: Jadi berapa hari surat rajister itu boleh sampai ka-Ipoh, Che' Buyong?

1. Nine in the morning, and you're already at the post office.
2. Eight-fifteen in the morning, and you're already at the post office.
3. Eight-thirty in the morning, and you're already at the post office.
4. Eight-forty-five in the morning, and you're already at the post

A: * * *

B: Ada satu perkara saya 'nak tanya. Kalau kita 'nak kirim bungkusan-lah, di-mana pulak, Che' Buyong?

A: * * *

B: Jadi berapa pulak harga setem kita kena bayar 'tu, Che' Buyong?

A: * * *

B: Barang-barang yang di-kirim barang-barang bungkusan-lah, dengan kereta api-kah, dengan kapal terbang di-bawak, Che' Buyong?

A: * * *

B: Oh, bagitu.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Pukul sembilan pagi 'ni 'dah ada di-Pejabat Pos 'ni.
2. Pukul lapan suku pagi 'ni 'dah ada di-Pejabat Pos 'ni.
3. Pukul lapan sa-tengah pagi 'ni 'dah ada di-Pejabat Pos 'ni.
4. Pukul lapan empat puloh lima pagi 'ni 'dah ada di-

office.

5. Eight-fifty in the morning, and you're already at the post office.

6. Nine in the morning, and you're already at the post office.

1. That depends on the weight of the goods.

2. That depends on the cost of the goods.

3. That depends on the color of the goods.

4. That depends on the amount of the goods.

5. That depends on the length of the goods.

6. That depends on the weight of the goods.

1. Usually, parcels are sent by rail.

2. Sometimes, parcels are sent by rail.

3. At times, parcels are sent by rail.

4. Now, parcels are sent by rail.

5. Mostly, parcels are sent by rail.

6. Usually, parcels are sent by rail.

Pejabat Pos 'ni.

5. Pukul lapan lima puloh pagi 'ni 'dah ada di-Pejabat Pos 'ni.

6. Pukul sembilan pagi 'ni 'dah ada di-Pejabat Pos 'ni.

Drill 2

1. Itu mengikut timbangan barang-lah.
2. Itu mengikut harga barang-lah.
3. Itu mengikut warna barang-lah.
4. Itu mengikut banyak-nya barang-lah.
5. Itu mengikut panjang-nya barang-lah.
6. Itu mengikut timbangan barang-lah.

Drill 3

1. Biasa-nya barang-barang dengan kereta api.
2. Kadang-kadang barang-barang dengan kereta api.
3. Ada kala-nya barang-barang dengan kereta api.
4. Sekarang barang-barang dengan kereta api.
5. Selalu-nya barang-barang dengan kereta api.
6. Biasa-nya barang-barang dengan kereta api.

THE YOUTH OF SINGAPORE

A: Thank you, Mr. Mutalib, and Miss Asiah, for taking me to this youth association center of Singapore.

B: You are welcome, Mr. Buyong.

C: Do have a seat, Mr. Buyong.

A: Ah, thank you. Well, this is quite a big building, yes. So, eh . . . since I'm here, may I ask a few questions?

B: Yes.

A: What are the interests of the youths of Singapore today?

B: Mm. . . I as a . . .

A: Eh, let's have the boys first . . .

B: . . . a boy, Mr. Buyong

A: Ah.

B: The interests of the youths of Singapore are debating, poetry reading, and the like, Mr. Buyong.

Lesson 23

PEMUDA PEMUDI SINGAPURA

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Terima kaseh-lah, Che' Mutalib, Che' Asiah, yang membawakan saya ka-rumah persatuan pemuda pemudi Singapura 'ni.

B: Sama-sama, Che' Buyong.

C: Dudok-lah, Che' Buyong.

A: Ah, terima kaseh. Wah, besar jugak rumah 'ni, ya. Jadi, eh . . . terlanjur saya 'dah melawat 'ni, saya 'nak bertanya?

B: Ya.

A: Pemuda pemudi Singapura sekarang, apa-lah kechenderongan orang itu?

B: Mm. . . . Saya sa-bagai . . .

A: Eh, pemuda dulu . . .

B: . . . sa-orang pemuda, Che' Buyong.

A: Ah.

B: Kechenderongan pemuda-pemuda di-Singapura 'ni, berbahath, membacha, eh, peraduan sajak, dan sa-bagai-nya, Che' Buyong.

A: Mm. Eh, what about the girls, Miss Asiah, eh, you as the secretary would know, wouldn't you?

C: Yes, I, like the other girls, am very interested in the arts.

A: Which arts?

C: Ah, dancing . . . music, . . . singing.

A: Oh.

C: Drama.

A: Oh, drama, stage drama?

C: Stage drama.

A: Ah, ha.

B: Yes, yes, there is, Mr. Buyong.

A: There is.

B: Yes.

A: And, often staged at . . . at the Victoria Theatre in Singapore?

B: Often.

C: Yes, many times already.

A: Ah, good. Other than this interest in the arts, mm, what about the education of the youths here. The boys first. How is it, Mr. Mutalib?

B: Eh . . . The boys education is not neglected, either, Mr. Buyong.

A: Ah, so, you're still in the secondary school, Mr. Mutalib?

A: Mm. Eh, bagi pehak pemudi-nya pulak, Che' Asiah, eh, awak sa-bagai setia usaha-nya tentu-lah tahu, bukan?

C: Yā, saya sa-bagai pehak pemudi pulak, sangat chenderong kapada seni.

A: Seni apa 'tu?

C: Ah, seni tari . . . seni musik, seni . . . nyanyi.

A: Oh.

C: Seni drama.

A: Oh, seni drama, drama pentas?

C: Drama pentas.

A: Ah, ha.

B: Ya, ya, memang ada, Che' Buyong.

A: Memang ada.

B: Ya.

A: Dan, pernah di-lakunkan di . . . di-Panggong Victoria Singapura 'ni?

B: Pernah.

C: Ya, banyak kali sudah.

A: Ah, baik. Sa-lain daripada kegemaran seni 'tu, mm, bagaimana pulak hal pelajaran pemuda pemudi di-sini, pemuda dulu, macham mana, Che' Mutalib?

B: Eh . . . Pemuda-pemuda pun 'tak ketinggalan, Che' Buyong, dalam lapangan pelajaran.

A: Ah, jadi, Che' Mutalib sekarang dalam sekolah

B: I am in the secondary school.

A: Eh, Miss Asiah, what about you?

C: I am also in the secondary school, in form five.

A: Oh, form five, really. What language do you study there?

C: I study . . .

A: Language . . . the . . . I mean the medium of instruction?

C: The national language.

A: Eh, do you study other languages, then?

B: Other languages , too, Mr. Buyong. The English language is one of the subjects.

A: One of the subjects there, yes. Yes, I hope the youths of Singapore will be progressive, indeed, in keeping with the motto of Singapore, which says "Progress Singapore," yes.

menengah lagi?

B: Saya sekolah menengah.

A: Eh, Che' Asiah, pulak macham mana?

C: Saya pun dalam sekolah menengah, form lima.

A: Oh, form lima, ya. Belajar bahasa apa situ?

C: Saya bela . . .

A: Bahasa . . . per . . . bahasa pengantar-nya?

C: Bahasa kebangsaan.

A: Eh, jadi bahasa lain ada belajar?

B: Bahasa lain pun ada, Che' Buyong, bahasa Inggeris salah satu daripada mata pelajaran.

A: Mata pelajaran di-situ, ya. Ya, saya harap pemuda pemudi Singapura, akan maju lagi sa-bagai chogan Singapura, "Majulah Singapura," ya.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- ka-rumah persatuan pemuda pemudi Singapura 'ni.

● Terima kaseh-lah, Che' Mutalib, Che' Asiah, yang membawakan saya ka-rumah persatuan pemuda pemudi Singapura 'ni.

B: ● Sama-sama, Che' Buyong.

C: ● Dudok-lah, Che' Buyong.

A: ● Terima kaseh.
● Wah, besar jugak rumah 'ni, ya.
--- saya 'nak bertanya?
● Jadi terlanjur saya 'dah melawat 'ni, saya 'nak bertanya?

B: ● Ya.

A: --- apa-lah kechenderongan orang itu?
● Pemuda pemudi Singapura sekarang, apa-lah kechenderongan orang itu?

B: --- dan sa-bagai-nya, Che' Buyong.
--- berbahas, membacha peraduan sajak, dan sa-bagai-nya, Che' Buyong.
● Kechenderongan pemuda pemudi di-Singapura 'ni, berbahath, membacha peraduan sajak, dan sa-bagai-nya, Che' Buyong.

A: ● Mm.
--- awak sa-bagai setia usaha-nya tentu-lah tahu, bukan?
● Bagi pehak pemudi-nya pulak, Che' Asiah, awak sa-bagai setia usaha-nya tentu-lah tahu, bukan?

C: --- sangat chenderong kapada seni.
● Ya, saya sa-bagai pehak pemudi pulak, sangat chenderong kapada seni.

A: ● Seni apa 'tu?

C: ● Seni tari, seni musik, seni nyanyi, seni drama.

A: ● Oh, seni drama, drama pentas?

C: ● Drama pentas.

A: --- di-Panggong Victoria Singapura 'ni?
● Dan, pernah di-lakunkan di-Panggong Victoria Singapura 'ni?

B: ● Pernah.

C: ● Ya, banyak kali sudah.

A: ● Ah, baik.
--- pemuda dulu, macham mana, Che' Mutalib?
--- bagaimana pulak hal pelajaran pemuda pemudi di-sini, pemuda dulu, macham mana, Che' Mutalib?
● Sa-lain daripada kegemaran seni 'tu, bagaimana pulak hal pelajaran pemuda pemudi di-sini, pemuda dulu, macham mana, Che' Mutalib?

B: --- dalam lapangan pelajaran.
● Pemuda-pemuda pun 'tak ketinggalan, Che' Buyong, dalam lapangan pelajaran.

A: ● Ah, jadi, Che' Mutalib sekarang dalam sekolah menengah lagi?

B: ● Saya sekolah menengah.

A: ● Che' Asiah, pulak macham mana?

C: ● Saya pun dalam sekolah menengah, form lima.

A: --- bahasa pengantar-nya?
● Oh. Belajar bahasa apa situ, bahasa pengantar-nya?

C: ● Bahasa kebangsaan.

A: ● Jadi bahasa lain ada belajar?

B: --- bahasa Inggeris salah satu daripada mata pelajaran.
● Bahasa lain pun ada, Che' Buyong, bahasa Inggeris salah satu daripada mata pelajaran.

A: ● Mata pelajaran di-situ, ya.
--- Majulah Singapura, ya.
--- akan maju lagi sa-bagai chogan Singapura, Majulah Singapura, ya.
● Saya harap pemuda pemudi Singapura, akan maju lagi sa-bagai chogan Singapura, Majulah Singapura, ya.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Terima kaseh-lah, Che' Mutalib, Che' Asiah, yang membawakan saya ka-rumah persatuan pemuda pemudi Singapura 'ni.

B: * * *

C: Dudok-lah, Che' Buyong.

A: Terima kaseh. Wah, besar jugak rumah 'ni, ya. Jadi terlanjur saya 'dah melawat 'ni, saya 'nak bertanya?

B: * * *

A: Pemuda pemudi Singapura sekarang, apa-lah kechenderongan orang itu?

B: * * *

A: Mm. Bagi pehak pemudi-nya pulak, Che' Asiah, awak sa-bagai setia usaha-nya tentu-lah tahu, bukan?

C: Ya, saya sa-bagai pehak pemudi pulak, sangat chenderong kapada seni.

A: Seni apa 'tu?

C: Seni tari, seni musik, seni nyanyi, seni drama.

A: Oh, seni drama, drama pentas?

C: Drama pentas.

A: Dan pernah di-lakunkan di-Panggong Victoria Singapura 'ni?

B: * * *

C: Ya, banyak kali sudah.

A: Ah, baik. Sa-lain daripada kegemaran seni 'tu, bagaimana hal pelajaran pemuda pemudi di-sini, pemuda dulu, macham mana, Che' Mutalib?

B: * * *

A: Ah, jadi, Che' Mutalib sekarang dalam sekolah menengah lagi?

B: * * *

A: Che' Asiah, pulak macham mana?

C: Saya pun dalam sekolah menengah, form lima.

A: Oh. Belajar bahasa apa situ, bahasa pengantar-nya?

C: Bahasa kebangsaan.

A: Jadi bahasa lain ada belajar?

B: * * *

A: Mata pelajaran di-situ, ya. Saya harap pemuda pemudi Singapura, akan maju lagi sa-bagai chogan Singapura, Majulah Singapura, ya.

A: * * *

B: Sama-sama, Che' Buyong.

C: Dudok-lah, Che' Buyong.

A: * * *

B: Ya.

A: * * *

B: Kechenderongan pemuda pemudi di-Singapura 'ni, berbahath, membacha peraduan sajak, dan sa-bagai-nya, Che' Buyong.

A: * * *

C: Ya, saya sa-bagai pehak pemudi pulak, sangat chenderong kapada seni.

A: * * *

C: Seni tari, seni musik, seni nyanyi, seni drama.

A: * * *

C: Drama pentas.

A: * * *

B: Pernah.

C: Ya, banyak kali sudah.

A: * * *

B: Pemuda-pemuda pun 'tak ketinggalan, Che' Buyong, dalam lapangan pelajaran.

A: * * *

1. Well, this is quite a big building, yes.
2. Well, this is quite a new building, yes.
3. Well, this is quite a beautiful building, yes.
4. Well, this is quite a fine building, yes.
5. Well, this is quite an expensive building, yes.
6. Well, this is quite a big building, yes.

B: Saya sekolah menengah.

A: * * *

C: Saya pun dalam sekolah menengah, form lima.

A: * * *

C: Bahasa kebangsaan.

A: * * *

B: Bahasa lain pun ada, Che' Buyong, bahasa Inggeris salah satu daripada mata pelajaran.

A: * * *

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Wah, besar jugak rumah 'ni, ya.
2. Wah, baru jugak rumah 'ni, ya.
3. Wah, chantek jugak rumah 'ni, ya.
4. Wah, indah jugak rumah 'ni, ya.
5. Wah, mahal jugak rumah 'ni, ya.
6. Wah, besar jugak rumah 'ni, ya.

1. The interest of the youths of Singapore is debating.
2. The interest of the youths of Singapore is acting.
3. The interest of the youths of Singapore is dancing.
4. The interest of the youths of Singapore is singing.
5. The interest of the youths of Singapore is swimming.
6. The interest of the youths of Singapore is debating.

1. What about the girls, Miss Asiah?
2. What about the boys, Miss Asiah?
3. What about the adults, Miss Asiah?
4. What about the children, Miss Asiah?
5. What about the teachers, Miss Asiah?
6. What about the girls, Miss Asiah?

Drill 2

1. Kechenderongan pemuda pemudi di-Singapura 'ni, berbahath.
2. Kechenderongan pemuda pemudi di-Singapura 'ni, berlakun.
3. Kechenderongan pemuda pemudi di-Singapura 'ni, menari.
4. Kechenderongan pemuda pemudi di-Singapura 'ni, menyanyi.
5. Kechenderongan pemuda pemudi di-Singapura 'ni, berenang.
6. Kechenderongan pemuda pemudi di-Singapura 'ni, berbahath.

Drill 3

1. Bagi pehak pemudi-nya pulak, Che' Asiah?
2. Bagi pehak pemuda-nya pulak, Che' Asiah?
3. Bagi pehak orang dewasa-nya pulak, Che' Asiah?
4. Bagi pehak kanak-kanak-nya pulak, Che' Asiah?
5. Bagi pehak guru-nya pulak, Che' Asiah?
6. Bagi pehak pemudi-nya pulak, Che' Asiah?

THE NEWS

A: What are you doing, Mr. Buyong?

B: I'm reading a newspaper, Mr. Mutalib.

A: What good news is there, Mr. Buyong?

B: There's certainly a lot in the paper, a lot of news, local news and foreign news.

A: Uh, what local news is there today?

B: The one I enjoy reading is about, eh, the opening of the Military College at Sungai Besi. In the Federation of Malaya.

A: Who opened the College building, Mr. Buyong?

B: The Yang Di-Pertuan Agong, Federation of Malaya.

A: Uh, what about foreign news, Mr. Buyong?

B: In the foreign news, I am reading about the meeting between Mr. John Kennedy, the President of the United States, and Russia's Prime Minister, Nikita Krushchev.

A: Uh, is there an interesting editorial today?

Lesson 24

BERITA

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Apa awak buat, Che' Buyong?

B: Saya membacha surat khabar, Che' Mutalib.

A: Ada apa berita baik, Che' Buyong?

B: Ya-lah tentu-lah banyak ini surat khabar harian, banyak-lah berita. Berita, berita dalam negeri, dan luar negeri.

A: Eh, berita dalam negeri apa ada berita hari ini?

B: Yang saya tengah seronok bacha ini, fasal, eh, College Tentera di-bukak di-Sungai Besi. Di-Persekutuan Tanah Melayu.

A: Siapa yang buka, eh, bangunan College Tentera 'tu, Che' Buyong?

B: Yang Di-Pertuan Agong, Persekutuan Tanah Melayu.

A: Eh, di-luar negeri pulak, Che' Buyong?

B: Luar negeri, saya bacha fasal perjumpaan Tuan John Kennedy, Presiden Amerika Sharikat dengan Perdana Menteri Russia, Nikita Krushchev.

A: Eh, ada tajok renchana pengarang yang bagus hari ini?

B: Yes, today it's good, Mr. Mutalib, good. About, uh, about the citizens' attempt to improve agriculture.

A: What other local news is there?

B: Ah, the ones I like are the short articles, about the transfer of this one to that place . . . uh, the transfer of officials.

A: When I read the paper I'm interested in something else, the sports news, the sports news, Mr. Buyong.

B: Oh, the sports news, yes.

B: Ai, hari ini bagus, Che' Mutalib, bagus. Fasal, eh, fasal anak negeri 'nak berusaha lagi lebeh rajin berchuchuk tanam.

A: Lain-lain-lah berita daerah yang ada, berita apa?

B: Ah, itu yang saya suka berita-berita pendek, fasal pertukaran ini ka-sana . . . apa, eh, pertukaran pegawai-pegawai.

A: Saya pulak tertarek kalau bacha surat khabar ini tentang, berita sukan, Che', berita sukan, Che' Buyong.

B: Eh, berita sukan, ya.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: ● Apa awak buat, Che' Buyong?

B: ● Saya membacha surat khabar, Che' Mutalib.

A: ● Ada apa berita baik, Che' Buyong?

B: --- Berita dalam negeri, dan luar negeri.
--- ini surat khabar harian, banyak-lah berita. Berita dalam negeri, dan luar negeri.
● Ya-lah tentu-lah banyak ini surat khabar harian, banyak-lah berita. Berita dalam negeri, dan luar negeri.

A: ● Berita dalam negeri apa ada berita hari ini?

B: --- Di-Persekutuan Tanah Melayu.
--- fasal College Tentera di-bukak di-Sungai Besi. Di-Persekutuan Tanah Melayu.
● Yang saya tengah seronok bacha ini, fasal College Tentera di-bukak di-Sungai Besi. Di-Persekutuan Tanah Melayu.

A: ● Siapa yang bukak bangunan College Tentera 'tu, Che' Buyong?

B: ● Yang Di-Pertuan Agong, Persekutuan Tanah Melayu.

A: ● Di-luar negeri pulak, Che' Buyong?

B: --- Perdana Menteri Russia, Nikita. Krushchev.
--- fasal perjumpaan Tuan John Kennedy, Presiden Amerika Sharikat dengan Perdana Menteri Russia, Nikita Krushchev.
● Luar negeri, saya bacha fasal perjumpaan Tuan John Kennedy, Presiden Amerika Sharikat dengan Perdana Menteri Russia, Nikita Krushchev.

A: ● Ada tajok renchana pengarang yang bagus hari ini?

B: --- rajin berchuchuk tanam.
--- Fasal anak negeri 'nak berusaha lagi lebeh rajin berchuchuk tanam.
● Ai, hari ini bagus, Che' Mutalib, bagus. Fasal

anak negeri 'nak berusaha lagi lebeh rajin berchuchuk tanam.

A: ● Lain-lain-lah berita daerah yang ada, berita apa?

B: --- fasal apa pertukaran pegawai-pegawai.
● Ah, itu yang saya suka berita-berita pendek, fasal apa pertukaran pegawai-pegawai.

A: --- berita sukan, Che' Buyong.
● Saya pulak tertarek kalau bacha surat khabar ini tentang, berita sukan, Che' Buyong.

B: ● Berita sukan, ya.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Apa awak buat, Che' Buyong?

B: * * *

A: Ada apa berita baik, Che' Buyong?

B: * * *

A: Berita dalam negeri apa ada berita hari ini?

B: * * *

A: Siapa yang bukak bangunan College Tentera 'tu, Che Buyong?

B: * * *

A: Di-luar negeri pulak, Che' Buyong?

B: * * *

A: Ada tajok renchana pengarang yang bagus hari ini?

B: * * *

A: Lain-lain-lah berita daerah yang ada, berita apa?

B: * * *

A: Saya pulak tertarek kalau bacha surat khabar ini tentang, berita sukan, Che' Buyong.

B: * * *

A: * * *

B: Saya membacha surat khabar, Che' Mutalib.

A: * * *

B: Ya-lah tentu-lah banyak ini surat khabar harian, banyak-lah berita. Berita dalam negeri, dan luar negeri.

A: * * *

B: Yang saya tengah seronok bacha ini, fasal College Tentera di-bukak di-Sungai Besi. Di-Persekutuan Tanah Melayu.

A: * * *

B: Yang Di-Pertuan Agong, Persekutuan Tanah Melayu.

A: * * *

B: Luar negeri, saya bacha fasal perjumpaan Tuan John Kennedy, Presiden Amerika Sharikat dengan Perdana Menteri Russia, Nikita Krushchev.

A: * * *

B: Ai, hari ini bagus, Che' Mutalib, bagus. Fasal anak negeri 'nak berusaha lagi lebeh rajin ber-chuchuk tanam.

A: * * *

B: Ah, itu yang saya suka berita-berita pendek, fasal apa pertukaran pegawai-pegawai.

A: * * *

B: Berita sukan, ya.

1. The one I enjoy reading.
2. The one I am absorbed in reading.
3. The one I love reading.
4. The one I like reading.
5. The one I am busy reading.
6. The one I enjoy reading.

1. The ones I like are the short articles.
2. The ones I like are the leading articles.
3. The ones I like are the film articles.
4. The ones I like are the sports articles.
5. The ones I like are the foreign news articles.
6. The ones I like are the short articles.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Yang saya tengah seronok bacha ini.
2. Yang saya tengah leka bacha ini.
3. Yang saya tengah ashik bacha ini.
4. Yang saya tengah suka bacha ini.
5. Yang saya tengah tekun bacha ini.
6. Yang saya tengah seronok bacha ini.

Drill 2

1. Saya suka berita-berita pendek.
2. Saya suka berita-berita hangat.
3. Saya suka berita-berita filem.
4. Saya suka berita-berita sukan.
5. Saya suka berita-berita luar negeri.
6. Saya suka berita-berita pendek.

1. What other local news is there?
2. What other village news is there?
3. What other home news is there?
4. What other foreign news is there?
5. What other overseas news is there?
6. What other local news is there?

Drill 3

1. Lain-lain-lah berita daerah yang ada, berita apa?
2. Lain-lain-lah berita kampong yang ada, berita apa?
3. Lain-lain-lah berita dalam negeri yang ada, berita apa?
4. Lain-lain-lah berita luar negeri yang ada, berita apa?
5. Lain-lain-lah berita seberang laut yang ada, berita apa?
6. Lain-lain-lah berita daerah yang ada, berita apa?

Lesson 25

TEST

Test on Unit 5

See instructions for this section in Lesson 5, page 65.

Unit 6

Lessons 26-30

A MALAY WEDDING

A: Ha, Miss Asiah, where have you been?

B: I have just come from a wedding.

A: So you must have seen the wedding couple sitting in state?

B: Yes.

A: Eh, who were sitting in state, who were getting married?

B: A young man and a young woman.

A: Oh. The sitting in state just now . . . where was the sitting in state?

B: They sat in state on the bridal dais.

A: What is the bridal dais?

B: The bridal dais is a platform built in tiers, and on the topmost tier are the seats.

A: So, it is on this that the bride and bridegroom sit.

B: Yes.

A: How do they sit?

Lesson 26

PERKAHWINAN ORANG MELAYU

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Ha, Che' Asiah 'ni, datang dari mana?

B: Saya baru balek dari rumah pengantin.

A: Jadi menengok pengantin bersanding-lah tadi?

B: Ya.

A: Eh, siapa yang bersanding 'tu, yang kahwin 'tu?

B: Yang kahwin 'tu anak teruna dengan anak dara.

A: Oh. Jadi bersanding tadi . . . di-mana bersanding-nya?

B: Dia bersanding di-atas pelamin.

A: Apa reti-nya pelamin 'tu?

B: Pelamin 'tu pentas yang di-buatkan bertingkat-tingkat, di-atas-nya ada tempat dudok.

A: Jadi di-atas 'tu-lah pengantin laki-laki dengan pengantin perempuan dudok.

B: Ya.

A: Bagaimana chara dudok-nya?

B: The bridegroom sits on the right, and the bride on the left.

A: How are the bride and bridegroom attired?

B: The clothes are of various styles, some wear Western clothes, some wear Malay clothes, some wear Indian clothes, as they wish.

A: And don't they wear Chinese clothes, perhaps, yes, sometimes?

B: They do, maybe.

A: They do, sometimes. Good. Eh, eh, what is there in front of the bridal dais?

B: In front of the dais there are . . . saffron rice, colored eggs attached to paper flowers, . . . wedding betel leaves . . . rose water container, and flour paste with flowers.

A: What are the colored eggs for?

B: The colored eggs are given out to the guests as gifts.

A: Oh. The guests, those who come to the wedding, are given those colored eggs?

B: Yes.

A: Ah . . . How are the eggs usually colored?

B: There are all sorts of colors.

A: What is the usual color?

B: Red.

A: Good.

B: Pengantin laki-laki sa-belah kanan, pengantin perempuan sa-belah kiri.

A: Pakaian pengantin laki-laki dengan pengantin perempuan macham mana?

B: Pakaian 'tu macham-macham, ada yang pakai chara barat, ada pakai chara Melayu, ada chara India, terserah-lah 'tu.

A: Dan chara China 'tak 'da, ada jugak, ya, kadang-kadang?

B: Ada juga-lah barangkali.

A: Ada juga kadang-kadang. Baik. Eh, eh, di-depan pelamin 'tu ada apa?

B: Depan pelamin 'tu ada . . . nasi kunyit, bunga telor . . . ah, sireh dara . . . tempat ayer mawar, tepong tawar.

A: Bunga telor 'tu apa guna-nya?

B: Bunga telor 'tu di-bagi-bagikan orang, sa-bagai berkat.

A: Oh. Siapa yang melawat, datang tengok pengantin, bagi bunga telor-lah?

B: Ya.

A: Ah . . . Warna bunga telor biasa-nya?

B: Macham-macham warna ada.

A: Selalu-nya warna apa?

B: Merah.

A: Baik.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: ● Ha, Che' Asiah 'ni, datang dari mana?

B: ● Saya baru balek dari rumah pengantin.

A: ● Jadi menengok pengantin bersanding-lah tadi?

B: ● Ya.

A: --- yang kahwin 'tu?
● Siapa yang bersanding 'tu, yang kahwin 'tu?

B: --- dengan anak dara.
● Yang kahwin 'tu anak teruna dengan anak dara.

A: ● Oh. Jadi bersanding tadi di-mana bersanding-nya?

B: ● Dia bersanding di-atas pelamin.

A: ● Apa reti-nya pelamin 'tu?

B: --- di-atas-nya ada tempat dudok.
--- yang di-buatkan bertingkat-tingkat, di-atas-nya ada tempat dudok.
● Pelamin 'tu pentas yang di-buatkan bertingkat-tingkat, di-atas-nya ada tempat dudok.

A: --- dengan pengantin perempuan dudok.
● Jadi di-atas 'tu-lah pengantin laki-laki dengan pengantin perempuan dudok.

B: ● Ya.

A: ● Bagaimana chara dudok-nya?

B: --- pengantin perempuan sa-belah kiri.
● Pengantin laki-laki sa-belah kanan, pengantin perempuan sa-belah kiri.

A: --- dengan pengantin perempuan macham mana?
● Pakaian pengantin laki-laki dengan pengantin perempuan macham mana?

B: --- ada chara India, terserah-lah 'tu.
--- ada pakai chara Melayu, ada chara India, terserah-lah 'tu.
--- ada yang pakai chara barat, ada pakai chara Melayu, ada chara India, terserah-lah 'tu.
● Pakaian 'tu macham-macham, ada yang pakai chara barat, ada pakai chara Melayu, ada chara India, terserah-lah 'tu.

A: --- ada jugak, ya, kadang-kadang.
● Dan chara China 'tak 'da, ada jugak, ya, kadang-kadang.

B: ● Ada juga-lah barangkali.

A: ● Di-depan pelamin 'tu ada apa?

B: --- tempat ayer mawar, tepong tawar.
--- bunga telor, sireh dara, tempat ayer mawar, tepong tawar.
● Depan pelamin 'tu ada nasi kunyit, bunga telor, sireh dara, tempat ayer mawar, tepong tawar.

A: ● Bunga telor 'tu apa guna-nya?

B: --- sa-bagai berkat.
● Bunga telor 'tu di-bagi-bagikan orang, sa-bagai berkat.

A: --- bagi bunga telor-lah.
--- datang tengok pengantin, bagi bunga telor-lah.
● Siapa yang melawat, datang tengok pengantin, bagi bunga telor-lah.

B: ● Ya.

A: ● Warna bunga telor biasa-nya?

B: ● Macham-macham warna ada.

A: ● Selalu-nya warna apa?

B: ● Merah.

A: ● Baik.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Ha, Che' Asiah 'ni, datang dari mana?

B: * * *

A: Jadi menengok pengantin bersanding-lah tadi?

B: * * *

A: Siapa yang bersanding 'tu, yang kahwin 'tu?

B: * * *

A: Oh. Jadi bersanding tadi di-mana bersanding-nya?

B: * * *

A: Apa reti-nya pelamin 'tu?

B: * * *

A: Jadi di-atas 'tu-lah pengantin laki-laki dengan pengantin perempuan dudok.

B: * * *

A: Bagaimana chara dudok-nya?

B: * * *

A: Pakaian pengantin laki-laki dengan pengantin perempuan macham mana?

B: * * *

A: Dan chara China 'tak 'da, ada jugak, ya, kadang-kadang.

B: * * *

A: Di-depan pelamin 'tu ada apa?

B: * * *

A: Bunga telor 'tu apa guna-nya?

B: * * *

A: Siapa yang melawat, datang tengok pengantin, bagi bunga telor-lah.

B: * * *

A: Warna bunga telor biasa-nya?

B: * * *

A: Selalu-nya warna apa?

B: * * *

A: Baik.

A: * * *

B: Saya baru balek dari rumah pengantin.

A: * * *

B: Ya.

A: * * *

B: Yang kahwin 'tu anak teruna dengan anak dara.

A: * * *

B: Dia bersanding di-atas pelamin.

A: * * *

B: Pelamin 'tu pentas yang di-buatkan bertingkat-tingkat, di-atas-nya ada tempat dudok.

A: * * *

B: Ya.

A: * * *

B: Pengantin laki-laki sa-belah kanan, pengantin perempuan sa-belah kiri.

A: * * *

B: Pakaian 'tu macham-macham, ada yang pakai chara barat, ada pakai chara Melayu, ada chara India, terserah-lah 'tu.

A: * * *

B: Ada juga-lah barangkali.

A: * * *

B: Depan pelamin 'tu ada nasi kunyit, bunga telor, sireh dara, tempat ayer mawar, tepong tawar.

A: * * *

B: Bunga telor 'tu di-bagi-bagikan orang, sa-bagai berkat.

A: * * *

B: Ya.

A: * * *

B: Macham-macham warna ada.

A: * * *

B: Merah.

A: * * *

1. The bridegroom sits on the right.
2. The bridegroom sits on the left.
3. The bridegroom sits at the back.
4. The bridegroom sits in front.
5. The bridegroom sits above.
6. The bridegroom sits on the right.

1. Some wear Western clothes.
2. Some wear Malay clothes.
3. Some wear Indian clothes.
4. Some wear Chinese clothes.
5. Some wear Japanese clothes.
6. Some wear Western clothes.

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Pengantin laki-laki sa-belah kanan.
2. Pengantin laki-laki sa-belah kiri.
3. Pengantin laki-laki sa-belah belakang.
4. Pengantin laki-laki sa-belah depan.
5. Pengantin laki-laki sa-belah atas.
6. Pengantin laki-laki sa-belah kanan.

Drill 2

1. Ada yang pakai chara barat.
2. Ada yang pakai chara Melayu.
3. Ada yang pakai chara India.
4. Ada yang pakai chara China.
5. Ada yang pakai chara Jepun.
6. Ada yang pakai chara barat.

1. They do, maybe.
2. They do, sometimes.
3. They do, always.
4. They do, every day.
5. They do, on Sundays.
6. They do, maybe.

Drill 3

1. Ada juga-lah barangkali.
2. Ada juga-lah kadang-kadang.
3. Ada juga-lah selalu.
4. Ada juga-lah sa-tiap hari.
5. Ada juga-lah hari minggu.
6. Ada juga-lah barangkali.

THE PRODUCTS OF MALAYA

A: Uh . . . Mr. Mutalib. I want to ask you, what is the most important product of Malaya?

B: The most important products of Malaya are tin and rubber, Mr. Buyong.

A: Oh, rubber. What kind of rubber is it?

B: Para rubber.

A: Para rubber, yes.

B: Yes.

A: Where did the rubber tree come from originally?

B: Originally it came from a place called Para, in Brazil.

A: Oh, in South America.

B: In South America.

A: Oh, in South America, yes. This tin, uh, in what state is most of it . . . produced?

Lesson 27

HASIL-HASIL TANAH MELAYU

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Eh . . . Che' Mutalib. Saya hendak bertanya kapada Che' Mutalib, apa hasil yang terutama di-Semenanjong Tanah Melayu ini?

B: Hasil yang terutama sa-kali, di-Semenanjong Tanah Melayu, ia-lah bijeh timah, dan getah, Che' Buyong.

A: Oh, getah, ya. Getah 'tu getah apa?

B: Getah 'tu getah para.

A: Getah para, ya.

B: Ya.

A: Dari mana asal-nya pokok getah itu?

B: Asal-nya dari sa-buah tempat bernama Para, di-dalam Negeri Brazil.

A: Oh, di-Amerika Selatan.

B: Di-Amerika Selatan.

A: Oh, di-Amerika Selatan, ya. Bijeh timah 'tu, eh, dalam negeri mana yang banyak sa-kali . . . keluar?

B: Tin is mostly produced in . . . Perak, Mr. Buyong.

A: In Perak, in which district is tin mostly produced?

B: In Kinta district.

A: Oh, it's Kinta district which . . .

B: Yes.

A: . . . produces most of the tin, yes?

B: Yes.

B: Bijeh timah, yang banyak sa-kali keluar, dari . . . Negeri Perak, Che' Buyong.

A: Dalam Negeri Perak itu, dalam daerah mana yang banyak sa-kali?

B: Dalam daerah Kinta.

A: Oh, dalam daerah Kintah yang . . .

B: Ya.

A: . . . banyak sa-kali keluar bijeh timah, ya?

B: Ya.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- apa hasil yang terutama di-Semenanjong Tanah Melayu ini?

● Che' Mutalib. Saya hendak bertanya kapada Che' Mutalib, apa hasil yang terutama di-Semenanjong Tanah Melayu ini?

B: --- ia-lah bijeh timah, dan getah, Che' Buyong.

● Hasil yang terutama sa-kali, di-Semenanjong Tanah Melayu, ia-lah bijeh timah, dan getah, Che' Buyong.

A: ● Getah 'tu getah apa?

B: ● Getah 'tu getah para.

A: ● Dari mana asal-nya pokok getah itu?

B: --- Para, di-dalam Negeri Brazil.
● Asal-nya dari sa-buah tempat bernama Para, di-dalam Negeri Brazil.

A: --- dalam negeri mana yang banyak sa-kali keluar?
--- Bijeh timah 'tu, dalam negeri mana yang banyak sa-kali keluar?
● Oh, di-Amerika Selatan. Bijeh timah 'tu, dalam negeri mana yang banyak sa-kali keluar?

B: --- dari Negeri Perak, Che' Buyong.
● Bijeh timah, yang banyak sa-kali keluar, dari Negeri Perak, Che' Buyong.

A: --- dalam daerah mana yang banyak sa-kali?
● Dalam Negeri Perak itu, dalam daerah mana yang banyak sa-kali?

B: ● Dalam daerah Kinta.

A: --- yang banyak sa-kali keluar bijeh timah, ya?
● Oh, dalam daerah Kinta yang banyak sa-kali keluar bijeh timah, ya?

B: ● Ya.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Che' Mutalib. Saya hendak bertanya kapada Che' Mutalib, apa hasil yang terutama di-Semenanjong Tanah Melayu ini?

B: * * *

A: Getah 'tu getah apa?

B: * * *

A: Dari mana asal-nya pokok getah itu?

B: * * *

A: Oh, di-Amerika Selatan. Bijeh timah 'tu, dalam negeri mana yang banyak sa-kali keluar?

B: * * *

A: Dalam Negeri Perak itu, dalam daerah mana yang banyak sa-kali.

B: * * *

A: Oh, Dalam daerah Kinta yang banyak sa-kali keluar bijeh timah, ya?

B: * * *

A: * * *

B: Hasil yang terutama sa-kali, di-Semenanjong Tanah Melayu, ia-lah bijeh timah, dan getah, Che' Buyong.

A: * * *

B: Getah 'tu getah para.

A: * * *

B: Asal-nya dari sa-buah tempat bernama Para, di-dalam Negeri Brazil.

A: * * *

B: Bijeh timah, yang banyak sa-kali keluar, dari Negeri Perak, Che' Buyong.

A: * * *

B: Dalam daerah Kinta.

A: * * *

B: Ya.

1. What kind of rubber is it?
2. What kind of tin is it?
3. What kind of gold is it?
4. What kind of silver is it?
5. What kind of brass is it?
6. What kind of rubber is it?

1. Where did the rubber tree come from originally?
2. Where did the rambutan tree come from originally?
3. Where did the durian tree come from originally?
4. Where did the orange tree come from originally?
5. Where did the banana tree come from originally?
6. Where did the rubber tree come from originally?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Getah 'tu getah apa?
2. Bijeh 'tu bijeh apa?
3. Emas 'tu emas apa?
4. Perak 'tu perak apa?
5. Tembaga 'tu tembaga apa?
6. Getah 'tu getah apa?

Drill 2

1. Dari mana asal-nya pokok getah itu?
2. Dari mana asal-nya pokok rambutan itu?
3. Dari mana asal-nya pokok durian itu?
4. Dari mana asal-nya pokok limau itu?
5. Dari mana asal-nya pokok pisang itu?
6. Dari mana asal-nya pokok getah itu?

1. Tin comes from Perak.
2. Coconut comes from Trengganu.
3. Rice comes from Perlis.
4. Rubber comes from Selangor.
5. Batek sarong comes from Kelantan.
6. Tin comes from Perak.

Drill 3

1. Bijeh timah keluar dari Perak.
2. Kelapa keluar dari Terengganu.
3. Padi keluar dari Perlis.
4. Getah keluar dari Selangor.
5. Kain batek keluar dari Kelantan.
6. Bijeh timah keluar dari Perak.

THE PORT OF SINGAPORE

A: Mr. Buyong, what is your opinion about Singapore Harbor?

B: Singapore Harbor is the best harbor in Southeast Asia, Mr. Mutalib.

A: Why do you say so?

B: Because the harbor is big, fine, calm and midway between a number of countries.

A: If you want to compare it . . . how does Singapore Harbor rank in size in the world?

B: In the world, Singapore Harbor is the fifth largest harbor, Mr. Mutalib.

A: The fifth. Ships from what countries call at Singapore Harbor, Mr. Buyong?

B: Ships from . . . all over the world.

A: All over the world. From . . .

B: West to east and from east to west.

A: Then those ships bring in commercial products?

Lesson 28

PELA[illegible]HAN SINGAPURA

I. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Che' Buyong, bagaimana pendapat Che' Buyong tentang Pelabohan Singapura 'ni?

B: Pelabohan Singapura ini ia-lah, pelabohan yang terbaik sa-kali di-Tenggara Asia, Che' Mutalib.

A: Apa sebab Che' Buyong, kata bagitu?

B: Sebab pelabohan-nya besar, bagus, tedoh dan di-tengah-tengah beberapa buah negeri.

A: Kalau-lah 'nak di-hitong . . . Pelabohan Singapura ini, jatoh nombor berapa besar-nya dalam dunia?

B: Dalam dunia, Pelabohan Singapura 'ni, di-kira jatoh pelabohan yang kelima, Che' Mutalib.

A: Yang kelima. Kapal-kapal dari negeri mana-kah yang singgah, ka-Pelabohan Singapura 'ni, Che' Buyong?

B: Kapal-kapal dari . . . seluroh dunia.

A: Seluroh dunia. Daripada . . .

B: Barat ka-timor dan dari timor ka-barat.

A: Jadi kapal-kapal itu bawak barang-barang dagangan?

B: And also take out commercial products from Malaya and Indonesia . . .

A: Yes.

B: . . . and distribute goods which are brought into Malaya and Indonesia.

A: Then Singapore Harbor must be busy every day?

B: Ah, busy every day. Big ships, small ships, all can be found in Singapore Harbor.

B: Membawa barang-barang dagangan, yang keluar dari Semenanjong Tanah Melayu dan Indonesia juga . . .

A: Ya.

B: . . . dan mem . . . membahagi-bahagikan barang-barang, yang masok ka-Semenanjong Tanah Melayu dan ka-Indonesia.

A: Jadi Pelabohan Singapura 'ni, sa-tiap hari sibok-lah?

B: Ah, sa-tiap hari sibok, kapal besar-besar, kapal kechil, semua ada di-Pelabohan Singapura.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: --- tentang Pelabohan Singapura 'ni?
● Che' Buyong, bagaimana pendapat Che' Buyong tentang Pelabohan Singapura 'ni?

B: --- yang terbaik sa-kali di-Tenggara Asia, Che' Mutalib.
● Pelabohan Singapura ini ia-lah, pelabohan yang terbaik sa-kali di-Tenggara Asia, Che' Mutalib.

A: ● Apa sebab Che' Buyong, kata bagitu?

B: --- di-tengah-tengah beberapa buah negeri.
● Sebab pelabohan-nya besar, bagus, tedoh dan di-

tengah-tengah beberapa buah negeri.

A: --- jatoh nombor berapa besar-nya dalam dunia?
--- Pelabohan Singapura ini, jatoh nombor berapa besar-nya dalam dunia?
● Kalau-lah 'nak di-hitong, Pelabohan Singapura ini, jatoh nombor berapa besar-nya dalam dunia?

B: --- di-kira jatoh pelabohan yang kelima, Che' Mutalib.
● Dalam dunia, Pelabohan Singapura 'ni, di-kira jatoh pelabohan yang kelima, Che' Mutalib.

A: --- yang singgah, ka-Pelabohan Singapura 'ni, Che' Buyong?
● Kapal-kapal dari negeri mana-kah yang singgah, ka-Pelabohan Singapura 'ni, Che' Buyong?

B: --- Barat ka-timor dan dari timor ka-barat.
● Kapal-kapal dari seluroh dunia. Barat ka-timor dan dari timor ka-barat.

A: ● Jadi kapal-kapal itu bawak barang-barang dagangan?

B: --- yang masok ka-Semenanjong Tanah Melayu dan ka-Indonesia.
--- dan membahagi-bahagikan barang-barang, yang masok ka-Semenanjong Tanah Melayu dan ka-Indonesia.
--- yang keluar dari Semenanjong Tanah Melayu dan Indonesia juga, dan membahagi-bahagikan barang-barang, yang masok ka-Semenanjong Tanah Melayu dan ka-Indonesia.

● Membawa barang-barang dagangan, yang keluar dari Semenanjong Tanah Melayu dan Indonesia juga, dan membahagi-bahagikan barang-barang, yang masok ka-Semenanjong Tanah Melayu dan ka-Indonesia.

A: ● Jadi Pelabohan Singapura 'ni, sa-tiap hari sibok-lah?

B: --- semua ada di-Pelabohan Singapura.

● Ah, sa-tiap hari sibok, kapal besar-besar, kapal kechil, semua ada di-Pelabohan Singapura.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Che' Buyong, bagaimana pendapat Che' Buyong tentang Pelabohan Singapura 'ni?

B: * * *

A: Apa sebab Che' Buyong, kata bagitu?

B: * * *

A: Kalau-lah 'nak di-hitong, Pelabohan Singapura ini, jatoh nombor berapa besar-nya dalam dunia?

B: * * *

A: Kapal-kapal dari negeri mana-kah yang singgah, ka-Pelabohan Singapura 'ni, Che' Buyong?

B: * * *

A: Jadi kapal-kapal itu bawak barang-barang dagangan?

B: * * *

A: Jadi Pelabohan Singapura 'ni, sa-tiap hari sibok-lah?

B: * * *

A: * * *

B: Pelabohan Singapura ini ia-lah, pelabohan yang

terbaik sa-kali di-Tenggara Asia, Che' Mutalib.

A: * * *

B: Sebab pelabohan-nya besar, bagus, tedoh dan di-tengah-tengah beberapa buah negeri.

A: * * *

B: Dalam dunia, Pelabohan Singapura 'ni, di-kira jatoh pelabohan yang kelima, Che' Mutalib.

A: * * *

B: Kapal-kapal dari seluroh dunia. Barat ka-timor dan dari timor ka-barat.

A: * * *

B: Membawa barang-barang dagangan, yang keluar dari Semenanjong Tanah Melayu dan Indonesia juga, dan membahagi-bahagikan barang-barang, yang masok ka-Semenanjong Tanah Melayu dan ka-Indonesia.

A: * * *

B: Ah, sa-tiap hari sibok, kapal besar-besar, kapal kechil, semua ada di-Pelabohan Singapura.

1. There are ships from all over the world.
2. There are people from all over the world.
3. There are cars from all over the world.
4. There are goods from all over the world.
5. There are books from all over the world.
6. There are ships from all over the world.

1. Then those ships bring in commercial products?
2. Then those ships bring in tourists?
3. Then those ships bring in cars?
4. Then those ships bring in steel goods?
5. Then those ships bring in food?
6. Then those ships bring in commercial products?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Ada kapal-kapal dari seluroh dunia.
2. Ada orang-orang dari seluroh dunia.
3. Ada motokar-motokar dari seluroh dunia.
4. Ada barang-barang dari seluroh dunia.
5. Ada buku-buku dari seluroh dunia.
6. Ada kapal-kapal dari seluroh dunia.

Drill 2

1. Jadi kapal-kapal itu bawak barang-barang dagangan?
2. Jadi kapal-kapal itu bawak pelawat-pelawat?
3. Jadi kapal-kapal itu bawak motokar-motokar?
4. Jadi kapal-kapal itu bawak besi-besi?
5. Jadi kapal-kapal itu bawak makan-makanan?
6. Jadi kapal-kapal itu bawak barang-barang dagangan?

1. Then Singapore Harbor must be busy every day?
2. Then this junction must be busy every day?
3. Then Puteri Road must be busy every day?
4. Then this railway station must be busy every day?
5. Then this airport must be busy every day?
6. Then Singapore Harbor must be busy every day?

Drill 3

1. Jadi Pelabohan Singapura 'ni, sa-tiap hari sibok-lah?
2. Jadi simpang 'ni, sa-tiap hari sibok-lah?
3. Jadi Jalan Puteri 'ni, sa-tiap hari sibok-lah?
4. Jadi perhentian kereta-api 'ni, sa-tiap hari sibok-lah?
5. Jadi perhentian kapal terbang 'ni, sa-tiap hari sibok-lah?
6. Jadi Pelabohan Singapura 'ni, sa-tiap hari sibok-lah?

RADIO BROADCASTING

A: Where do you work, Mr. Mutalib?

B: I work in a radio station, Radio Singapura.

A: Oh, Radio Singapore.

B: Yes.

A: What time do you go to work?

B: I go to work at nine o'clock.

A: Nine o'clock. Do you sometimes work earlier than that?

B: Yes. If I work as an announcer . . .

A: Ah.

B: . . . I go at six o'clock in the morning.

A: When do you finish work?

B: I finish work in the afternoon, at half past four.

A: Half past four. Always?

Lesson 29

SIARAN RADIO

1. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 3.

A: Di-mana awak bekerja, Che' Mutalib?

B: Saya bekerja di-pejabat siaran radio, Radio Singapura.

A: Oh, Radio Singapura.

B: Ya.

A: Pukul berapa awak pergi pagi bekerja?

B: Saya pergi kerja pagi pukul sembilan.

A: Pukul sembilan. Ada kerja kadang-kadang lebeh pagi lagi daripada itu?

B: Ada. Kalau saya jadi juruhebah . . .

A: Ah.

B: . . . saya pergi-lah pukul enam pagi.

A: Habis kerja pukul berapa?

B: Habis kerja petang, pukul empat sa-tengah.

A: Pukul empat sa-tengah. Kadang-kadang?

B: Sometimes it is not certain . . .

A: Oh.

B: . . . whether there is recording and I take part in it.

A: Ah. Even at night.

B: Yes.

A: Until what time?

B: Uh, that's not certain. Sometimes until ten, eleven o'clock at night.

A: I see. Among radio programs, which one do you like? Which one do you enjoy?

B: The one I like is the program for schools.

A: Other than that? Which other program do you like?

B: Uh . . . There are so many programs. Uh . . . The school program I like is the singing program.

A: Oh, singing. What is the name of the singer you like best?

B: The singer of school programs I like best is the well-known singer.

A: Who?

B: Uh, Nona Asiah.

A: Oh, Nona Asiah. Yes.

B: That's right.

A: Good. Thank you. ———————

B: Kadang-kadang 'tak tentu-lah sampai malam . . .

A: Oh.

B: . . . kalau ada rakaman, dan saya ambil bahagian.

A: Ah. Ada juga sampai malam?

B: Ada.

A: Sampai pukul berapa 'tu?

B: Eh, itu 'tak tentu. Kadang-kadang pukul sa-puloh, sa-belas malam.

A: Ya. Di-antara siaran-siaran radio, siaran apa yang awak gemar, yang awak suka?

B: Yang saya suka, siaran ka-sekolah-sekolah.

A: Lain daripada itu? Ada siaran yang awak suka lagi?

B: Eh . . . Banyak siaran-siaran-nya. Eh . . . Yang siaran sekolah saya suka siaran nyanyi.

A: Oh, nyanyi. Siapa nama penyanyi awak, yang awak suka sa-kali?

B: Penyanyi siaran ka-sekolah-sekolah yang saya suka sa-kali, ia-lah penyanyi yang terkenal . . .

A: Siapa?

B: Eh, Nona Asiah.

A: Oh, Nona Asiah. Ya.

B: Ya.

A: Bagus. Terima kaseh.

II. *Dialogue for Memorization*

See instructions for this section in Lesson 1, page 7.

A: ● Di-mana awak bekerja, Che' Mutalib?

B: ● Saya bekerja di-pejabat siaran radio, Radio Singapura.

A: --- Pukul berapa awak pergi pagi bekerja?
● Oh, Radio Singapura. Pukul berapa awak pergi pagi bekerja?

B: ● Saya pergi kerja pagi pukul sembilan.

A: ● Ada kerja kadang-kadang lebeh pagi lagi daripada itu?

B: --- saya pergi-lah pukul enam pagi.
● Ada. Kalau saya jadi juruhebah, saya pergi-lah pukul enam pagi.

A: ● Habis kerja pukul berapa?

B: ● Habis kerja petang, pukul empat sa-tengah.

A: ● Kadang-kadang?

B: --- kalau ada rakaman, dan saya ambil bahagian.
● Kadang-kadang 'tak tentu-lah sampai malam kalau

ada rakaman, dan saya ambil bahagian.

A: --- Sampai pukul berapa 'tu?
● Ah. Ada juga sampai malam? Sampai pukul berapa 'tu?

B: --- Kadang-kadang pukul sa-puloh, sa-belas malam.
● Itu 'tak tentu. Kadang-kadang pukul sa-puloh, sa-belas maıam.

A: --- siaran apa yang awak gemar, yang awak suka?
● Di-antara siaran-siaran radio, siaran apa yang awak gemar, yang awak suka?

B: ● Yang saya suka, siaran ka-sekolah-sekolah.

A: --- Ada siaran yang awak suka lagi?
● Lain daripada itu? Ada siaran yang awak suka lagi?

B: --- Yang siaran sekolah saya suka siaran nyanyi.
● Banyak siaran-siaran-nya. Yang siaran sekolah saya suka siaran nyanyi.

A: --- yang awak suka sa-kali?
● Siapa nama penyanyi awak, yang awak suka sa-kali?

B: --- ia-lah penyanyi yang terkenal.
● Penyanyi siaran ka-sekolah-sekolah yang saya suka sa-kali, ia-lah penyanyi yang terkenal.

A: ● Siapa?

B: ● Nona Asiah.

A: ● Oh, Nona Asiah. Bagus. Terima kaseh.

III. *Dialogue for Fluency*

See instructions for this section in Lesson 1, page 10.

IV. *Dialogue for Listening*

See instructions for this section in Lesson 1, page 11.

V. *Dialogue for Participation*

See instructions for this section in Lesson 1, page 11.

A: Di-mana awak bekerja, Che' Mutalib?

B: * * *

A: Oh, Radio Singapura. Pukul berapa awak pergi pagi bekerja?

B: * * *

A: Ada kerja kadang-kadang lebeh pagi lagi daripada itu?

B: * * *

A: Habis kerja pukul berapa?

B: * * *

A: Kadang-kadang?

B: * * *

A: Ah. Ada juga sampai malam? Sampai pukul berapa 'tu?

B: * * *

A: Di-antara siaran-siaran radio, siaran apa yang awak gemar, yang awak suka?

B: * * *

A: Lain daripada itu? Ada siaran yang awak suka lagi?

B: * * *

A: Siapa nama penyanyi awak, yang awak suka sa-kali?

B: * * *

A: Siapa?

B: * * *

A: Oh, Nona Asiah. Bagus. Terima kaseh.

A: * * *

B: Saya bekerja di-pejabat siaran radio, Radio Singapura.

A: * * *

B: Saya pergi kerja pagi pukul sembilan.

A: * * *

B: Ada. Kalau saya jadi juruhebah, saya pergi-lah pukul enam pagi.

A: * * *

B: Habis kerja petang, pukul empat sa-tengah.

A: * * *

B: Kadang-kadang 'tak tentu-lah sampai malam kalau ada rakaman, dan saya ambil bahagian.

A: * * *

B: Itu 'tak tentu. Kadang-kadang pukul sa-puloh, sa-belas malam.

A: * * *

B: Yang saya suka, siaran ka-sekolah-sekolah.

A: * * *

B: Banyak siaran-siaran-nya. Yang siaran sekolah saya suka siaran nyanyi.

A: * * *

B: Penyanyi siaran ka-sekolah-sekolah yang saya suka sa-kali, ia-lah penyanyi yang terkenal.

A: * * *

B: Nona Asiah.

A: * * *

1. I go at six o' clock in the morning.
2. I go at seven o'clock in the morning.
3. I go at eight o'clock in the morning.
4. I go at nine-thirty in the morning.
5. I go at ten o'clock in the morning.
6. I go at six o'clock in the morning.

1. What time do you go to work in the morning?
2. What time do you go to school in the morning?
3. What time do you go to the office in the morning?
4. What time do you go to the market in the morning?
5. What time do you go to the bus station in the morning?
6. What time do you go to work in the morning?

VI. *Substitution Drills*

See instructions for this section in Lesson 1, page 15.

Drill 1

1. Saya pergi-lah pukul enam pagi.
2. Saya pergi-lah pukul tujoh pagi.
3. Saya pergi-lah pukul lapan pagi.
4. Saya pergi-lah pukul sembilan sa-tengah pagi.
5. Saya pergi-lah pukul sa-puloh pagi.
6. Saya pergi-lah pukul enam pagi.

Drill 2

1. Pukul berapa awak pergi pagi bekerja?
2. Pukul berapa awak pergi pagi ka-sekolah?
3. Pukul berapa awak pergi pagi ka-pejabat?
4. Pukul berapa awak pergi pagi ka-pasar?
5. Pukul berapa awak pergi pagi ka-perhentian bas?
6. Pukul berapa awak pergi pagi bekerja?

1. Even at night.
2. Even in the morning.
3. Even till mid-day.
4. Even in the evening.
5. Even till mid-night.
6. Even at night.

Drill 3

1. Ada juga sampai malam.
2. Ada juga sampai pagi.
3. Ada juga sampai tengah hari.
4. Ada juga sampai petang.
5. Ada juga sampai tengah malam.
6. Ada juga sampai malam.

Lesson 30

TEST

Test on Unit 6

See instructions for this section in Lesson 5, page 65.

TEST ANSWERS

Lesson 5

Test on Unit 1

Translation Drill 1

1. Saya dengar awak balek dari makan angin. / Kamana awak, Che' Buyong?

   I heard that you have just returned from a vacation. Where did you go, Mr. Buyong?

2. Banyak orang Melayu, / terutama perempuan di-pasar-pasar 'tu yang banyak.

   Mostly Malays, and most of the people in the market are women.

3. Pakaian macham kita di-sini jugak / tapi, bagi pehak laki-laki-nya, / di-kepala-nya ada ber-belit-lah kain.

   Just like ours here, but their menfolk have a piece of cloth tied round their heads.

4. Berkenaan dengan bahasa, / bahasa macham mana di-gunakan / oleh orang-orang Kelantan 'tu, Che' Buyong?

   About the language, what language do the Kelantan people speak, Mr. Buyong?

5. Jadi dalam Persekutuan Tanah Melayu 'ni, / di-mana yang banyak sa-kali mengeluarkan padi?

Then in the Federation of Malaya, where is the largest amount of rice produced?

6. Berapa banyak boleh dapat padi, / dalam satu relong sawah di-Kedah, Che' Mutalib?

   How much padi can we get from one relong of padi field in Kedah, Mr. Mutalib?

7. Dalam satu relong, kalau padi yang baik, / dan tanah yang baik, / boleh di-antara tiga sampai empat kuncha.

   In a relong, if the seeds are good, and the soil is good, we can get about three or four kunchas.

8. Di-hantar ka-kelang-kelang di-bandar-bandar, / atau kelang-kelang yang ada kelang-kelang sharikat / di-kampong-kampong.

   It is sent to the mills in town or to mills belonging to village cooperatives.

9. Ai, Che' Talib, awak pun 'nak naik kereta-api jugak, malam 'ini?

   Well, Mr. Talib, you are boarding the train, too, tonight?

10. Dapat-lah kita berbual malam ini, ya? / Lambat-lah tidor dalam kereta-api, ya?

    We'll be able to chat tonight, won't we? We'll sleep late on the train, though, won't we?

Translation Drill 2

1. Kalau kereta-api 'ni bertolak pukul sa-puloh malam ini, / biasa-nya pukul tujoh sa-tengah pagi besok, / sampai-lah ka-Kuala Lumpur.

   If the train leaves at ten o'clock tonight, it would, as

usual, arrive in Kuala Lumpur at seven-thirty tomorrow morning.

2. Hai, entah-lah. Abang-nya 'dah balek. / Awak 'tak nampak anak kami, Che' Buyong?

   Oh, I don't know. His elder brother has come back. You haven't seen our child, Mr. Buyong?

3. Itu-lah, jalan di-Bukit Timah itu. / Saya nampak dia dengan kawan-kawan-nya.

   That one, there, Bukit Timah Road. I saw him with his friends.

4. Sa-malam ada satu kemalangan, / budak kena langgar motokar, / di-Jalan Bukit Timah itu.

   Last night there was an accident, a girl hit by a motor-car, there on Bukit Timah Road.

5. Ah, tapi ada satu, ya? / Bila dia balek sekarang, jangan-lah pukul, / jangan rotan pulak, ya?

   Ah, but there's one thing, yes? When he's back, don't beat him, don't cane him, will you?

Lesson 10

Test on Unit 2

Translation Drill 1

1. Dari Geylang Serai ka-Kampong Melayu, / lebeh kurang satu batu genap-genap, Che' Mutalib.

   From Geylang Serai to Kampong Melayu, more or less

one mile exactly, Mr. Mutalib.

2. Sebab di-namakan Kampong Melayu / kerana, kampong itu di-khaskan / bagi orang-orang Melayu saja.

   It is called Kampong Melayu because it is meant for the Malays only.

3. Ada masjid, ada sekolah, / Sekolah Melayu Lelaki, Sekolah Melayu Perempuan.

   There is a mosque, there are schools, the Malay Boys' School, the Malay Girls' School.

4. Sa-belum itu saya berlateh / di-Maktab Latehan Mata-Mata, di-Tomson Road, Enche'.

   Before that I was trained at the Police Training College, on Thompson Road, sir.

5. Sama-sama dengan saya berlateh / ada tiga ratus orang.

   About three hundred were trained with me, sir.

6. Mula-mula keluar dari latehan itu, / 'tak ada pangkat apa-apa. / Sa-tahun kemudian, / saya dapat pangkat, satu pangkat.

   After the training I had no rank. One year later, I had one stripe.

7. Nampak-nya sekarang saya jadi Sargen. / Dan saya-lah jaga kawan-kawan saya / di-Balai Polis Bukit Timah ini.

   Yes, I'm a sergeant now. And I'm in charge of all my friends at the Bukit Timah Police Station.

8. Angkatan baru 'tu ma'ana-nya, / penulis-penulis muda pada masa sekarang 'ni.

The new generation means the young authors of the present day.

9. Di-antara karangan-karangan cherita pendek itu, / ada satu yang Che' Mutalib sangat suka?

   Among the short stories, is there one that you particularly like?

10. Cherita itu, ia-lah cherita / berchampor bahasa lama dan baru, Che' Buyong.

    The story is written in both old language and new, Mr. Buyong.

Translation Drill 2

1. Sa-malam saya tengok / orang lawan bola sepak, di-stadium, / bukan main seronok.

   Yesterday I went to see a match, a football match, at the stadium. Really interesting.

2. Pasokan yang bermain sa-malam / pasokan Persekutuan Tanah Melayu-lah, dengan pasokan Singapura.

   The teams that played yesterday were the Federation of Malaya team and the Singapore team.

3. Itu perlawanan kerana piala-lah. / Piala Emas Sultan-Sultan Melayu.

   That match was for a cup. The Malay Sultan's Gold Cup.

4. Penjaga gol pasokan Singapura, / bukan main bagus, Che' Mutalib.

   The goalkeeper of the Singapore team was really good, Mr. Mutalib.

5. Saya pun 'nak tengok juga lain kali, kalau ada lawan.

I want to go, too, some time, if there is a match.

Lesson 15

Test on Unit 3

Translation Drill 1

1. Saya 'tak sempat balek-lah makan tengah hari / di-rumah hari ini.

I won't have time to come home for lunch today.

2. Oh, Che' Halim yang bawak kain songkit 'tu / yang beri hutang bulan-bulan?

Oh, Mr. Halim, who brought the songkit cloth, who gives credit monthly?

3. 'Tak usah bertanggoh. / Awak suroh dia datang ka-pejabat saya, / boleh saya bayar.

Don't do that. Tell him to come to my office, and I will pay him.

4. Belum lagi, baru pukul dua belas. / Sa-kejap lagi dia balek-lah.

Not yet. It's only twelve o'clock. He'll be back soon.

5. Ada-kah Singapura itu / mula-mula-nya nama di-beri / oleh Sang Nila Utama, Che' Buyong?

Was Singapore the first name given by Sang Nila Utama, Mr. Buyong?

6. Orang Inggeris yang mula-mula membuka Singapura / ia-lah Stamford Raffles.

The Englishman who first opened Singapore was Stamford Raffles.

7. Jadi sekarang bagaimana / keadaan pemerentahan Singapura, Che' Buyong?

Then what is the form of government in Singapore now, Mr. Buyong?

8. Apa-kah mata pencharian utama / bagi pendudok-pendudok, / di-pantai laut Singapura 'ni, Che' Buyong?

What is the main livelihood of the people living on the coast of Singapore, Mr. Buyong?

9. Di-tengah-tengah laut sikit di-panchangkan kayu, / ada yang empat segi panjang, / ada yang empat segi betul.

Rather far out into the sea, stakes are erected, some in the form of rectangles, some in the form of squares.

10. Ah, ada Che' Buyong, sebut ikan tadi, / jenis apa yang banyak dapat di-laut Singapura ini?

Ah, Mr. Buyong, you mentioned fish just now. What kind of fish is abundant in the Singapore sea?

Translation Drill 2

1. Kebanyakan orang China, / dan Melayu jugak sa-dikit-sadikit.

Mostly Chinese, and also a few Malays.

2. Oh, pokok kelapa ini besar benar faedah-nya, / Che' Mutalib, bagi orang Melayu / di- Semenanjong

Tanah Melayu 'ni.

Oh, it has many uses, Mr. Mutalib, to the Malays in the Malay Peninsula.

3. Santan itu-lah yang di-gunakan / oleh orang Melayu / jadi champuran masak gulai, jadi kuah.

It is used by the Malays in their cooking as gravy.

4. Ah, minyak pun di-keluarkan dari itu. / Minyak kelapa 'tu / macham-macham boleh di-gunakan.

Ah, oil is taken from it. Coconut oil can be used in many ways.

5. Oh, sangat. / Dan daripada buah itu jugak / kita boleh dapat sabut, sabut kelapa.

Oh, very. And from the fruit we can also get the husk. Coconut husk.

Lesson 20

Test on Unit 4

Translation Drill 1

1. Ka-mana, nampak 'ni, / sibok-sibok dengan gendang rebana gong 'ni?

Where are you two going in such a hurry with all these things, the drum, tambourine, and gong?

2. Che' Asiah, pergi berlateh menari, / saya pergi berlateh bersilat panchak, Che' Buyong.

Miss Asiah is going for a dance practice, while I am going to parctice the art of self-defence, Mr. Buyong.

3. Bagus. Berlateh tari-tari 'tu, / tari-tari Melayu asli 'tu / apa nama tari-tarian-nya?

That's good. Those dance practices, those Malay folk dances, what are the names of those dances?

4. Jadi tari-tarian itu / laki-laki dan perempuan menari sama-sama?

So, in those dances, do men and women dance together?

5. Berpasang-pasang pun ada, Che' Buyong, / umpama-nya tiga laki-laki, tiga perempuan.

Some are in pairs, Mr. Buyong, for instance, three men and three women.

6. Saya rasa mudah. / Dan saya rasa saya maju dalam pelajaran itu, Che' Buyong.

I think it's quite simple. And I think I'm making a little progress in it, Mr. Buyong.

7. Sebab bahasa kebangsaan 'tu / jadi bahasa rasmi di-Singapura 'ni.

Because the national language has become the official language of Singapore.

8. Hawa sana ia-lah semenjak saya ada di-sana, / keadaan hawa, chuacha 'tak bagitu baik selalu hujan.

The weather while I was there wasn't very good, and it rained all the time.

9. Di-Singapura tidak. Di-Singapura panas-lah. / Orang siang malam gelisah.

Not in Singapore. In Singapore it was very hot. Everyone

was restless, day and night.

10. Kemudian dari Malaka, / bas itu berjalan-lah sa-mula, / sampai ka-Singapura.

    Then from Malacca, the bus came on to Singapore.

Translation Drill 2

1. Pendek-nya, pagi saya bertolak di-Kuala Lumpur, / petang sampai-lah di-Singapura.

    In short, I left Kuala Lumpur in the morning, and I arrived in Singapore in the evening.

2. Pendudok Singapura sekarang, / Che' Mutalib, lebeh sadikit daripada / satu sa-tengah juta orang.

    Singapore's population at present, Mr. Mutalib, is slightly more than one and a half million people.

3. Jadi suku kaum mana-kah, / atau suku kaum apa-kah, / yang besar dan banyak sa-kali, Che' Buyong?

    What race or what group is the largest in number, Mr. Buyong?

4. Orang-orang Melayu terutama sa-kali, / bekerja makan gaji dengan Kerajaan, / makan gaji dengan tentera, dan jadi nelayan.

    The Malays now mostly work with the government, with the armed forces, and also work as fishermen.

5. Semua suku daum dalam Singapura 'ni, / hidup dengan aman damai, Che' Mutalib.

    All the groups in Singapore live in peace and harmony, Mr. Mutalib.

Lesson 25

Test on Unit 5

Translation Drill 1

1. Tapi saya 'tak pergi sebab / ada larangan-lah jangan pergi.

   But I didn't go because everyone was prohibited from going there.

2. Kebetulan masa kebakaran 'tu, / saya sedang menziarah sahabat saya di-situ.

   Actually, at the time of the fire, I was visiting a friend there.

3. Tapi nasib baik-lah orang-orang di-situ / 'dah di-bantu oleh kerajaan.

   But it's lucky that the government has helped the people there.

4. Dan hari kejadian kebakaran itu, / sempat pehak-pehak pejabat bomba 'ni pergi menolong.

   And on the day of the fire, fire engines came to help.

5. Saya 'nak hantar surat rajister ka-Ipoh, / bukan ka-mana, Ipoh saja.

   I'm sending it to Ipoh, only to Ipoh.

6. Surat rajister, kalau satu auns, / chuma tiga puloh sen, / tapi kalau lebeh, tambah-lah sikit lagi.

   A registered letter, if it weighs an ounce, is only thirty cents, but if it is heavier, you have to add a little more.

7. Ada satu perkara saya 'nak tanya. / Kalau kita 'nak

kirim bungkusan-lah / di-mana pulak, Che' Buyong?

I'd like to ask you a question. If we want to send a parcel, where do we go, Mr. Buyong?

8. Itu mengikut timbangan barang-lah, / kalau berat banyak-lah bayaran setem-nya.

That depends on the weight of the goods. If it's heavy, the cost of the stamps will be more.

9. Terima kaseh, Che' Mutalib, Che' Asiah, / yang membawakan saya ka-rumah / persatuan pemuda pemudi Singapura 'ni.

Thank you, Mr. Mutalib, Miss Asiah, for taking me to the youth association center of Singapore.

10. Bahasa lain pun ada, Che' Buyong, / bahasa Inggeris salah satu daripada mata pelajaran.

Other languages, too, Mr. Buyong. The English language is one of the subjects.

Translation Drill 2

1. Saya harap pemuda pemudi Singapura, / akan maju lagi sa-bagai chogan Singapura, / "Majulah Singapura."

I hope the youths of Singapore will be progressive, indeed, in keeping with the motto of Singapore, which says, "Progress Singapore."

2. Ini surat khabar harian, banyak-lah berita, / berita dalam negeri, dan luar negeri.

In the newspaper there is certainly a lot of news, local news and foreign news.

3. Fasal College Tentera di-bukak di-Sungai Besi, / di-Persekutuan Tanah Melayu.

About the opening of the Military College at Sungai Besi. In the Federation of Malaya.

4. Saya bacha fasal perjumpan / Tuan John Kennedy, Presiden Amerika Sharikat / dengan Perdana Menteri Russia, Nikita Krushchev.

I am reading about the meeting between Mr. John Kennedy, the President of the United States, and Russia's Prime Minister, Nikita Krushchev.

5. Saya pulak tertarek kalau bacha surat khabar ini / tentang, berita sukan, Che' Buyong.

When I read the paper I'm interested in something else, the sports news, Mr. Buyong.

Lesson 30

Test on Unit 6

Translation Drill 1

1. Pelamin 'tu pentas / yang di-buat bertingkat-tingkat, / di-atas-nya ada tempat dudok.

The bridal dais is a platform built in tiers, and on the topmost tier are the seats.

2. Jadi di-atas 'tu-lah pengantin laki-laki / dengan pengantin perempuan dudok.

So, it is on this that the bride and bridegroom sit?

3. Pakaian 'tu macham-macham, / ada yang pakai chara barat, / ada pakai chara Melayu, / ada chara India, terserah-lah 'tu.

The clothes are of various styles. Some wear Western

clothes, some wear Malay clothes, some wear Indian clothes, as they wish.

4. Bunga telor 'tu di-bagi-bagikan orang, sa-bagai berkat.

The colored eggs are given out to the guests as gifts.

5. Saya hendak bertanya kapada Che' Mutalib, / apa hasil yang terutama di-Semenanjong Tanah Melayu ini?

Mr. Mutalib. I want to ask you, what is the most important product of Malaya?

6. Asal-nya dari sa-buah tempat bernama Para, / di-dalam Negeri Brazil.

Originally it came from a place called Para, in Brazil.

7. Dalam Negeri Perak itu, / dalam daerah mana yang banyak sa-kali?

In Perak, in which district is tin mostly produced?

8. Pelabohan Singapura ini ia-lah, / pelabohan yang terbaik sa-kali di-Tenggara Asia.

Singapore Harbor is the best harbor in Southeast Asia.

9. Dalam dunia, Pelabohan Singapura 'ni, / di-kira jatoh pelabohan yang kelima.

In the world, Singapore Harbor is the fifth largest harbor.

10. Jadi kapal-kapal itu bawak barang-barang dagangan?

Then those ships bring in commercial products?

Translation Drill 2

1. Membawa barang-barang dagangan, / yang keluar dari Semenanjong Tanah Melayu dan Indonesia.

   And also take out commercial products from Malaya and Indonesia.

2. Kalau saya jadi juruhebah, / saya pergi-lah pukul enam pagi.

   If I work as an announcer, I go at six o'clock in the morning.

3. Kadang-kadang 'tak tentu-lah, / sampai malam kalau ada rakaman, / dan saya ambil bahagian.

   Sometimes it is not certain whether there is recording and I take part in it.

4. Di-antara siaran-siaran radio, / siaran apa yang awak gemar, yang awak suka?

   Among radio programs, which one do you like? Which one do you enjoy?

5. Penyanyi siaran ka-sekolah-sekolah / yang saya suka sa-kali, / ia-lah penyanyi yang terkenal.

   The singer of school programs I like best is the well-known singer.

End of Book 3

Intermediate-Advanced Level Malay Refresher Course

AN INTERMEDIATE-ADVANCED LEVEL

MALAY
REFRESHER COURSE

BOOK IV

PART ONE

with

Pre-recorded Tapes 1-24

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AN INTERMEDIATE - ADVANCED LEVEL

MALAY REFRESHER COURSE

BOOK IV PART I

With

Pre-recorded Tapes 1-24

English Language Services, Inc.
919 Eighteenth Street, N.W.
Washington 6, D.C.

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All pre-recorded tapes of this course have been prepared for use on dual-track, language-instruction tape recorders, so that the student can record his voice on tape where required.

However, these instructional materials may also be used with single-track tape recorders or on unmodified dual-track tape recorders almost as effectively, in that the student can always repeat, if not actually record, where required.

PREFACE

Book IV of an "Intermediate-Advanced Level Malay Refresher Course" consists of 25 lessons in the text material and 50 pre-recorded tapes of approximately 20 minutes in length to accompany the text.

A typical lesson with its two accompanying tapes is made up of the following instructional materials:

I. Interrogation
II. Military Terminology Drill
III. Comprehension Test

The Interrogation appears on each tape, in various forms. The Military Terminology Drill appears only on the first tape of each lesson, the Comprehension Test only on the second.

Organization of the Lesson and Tape

Tape 1

The materials of the first tape of each lesson are divided into four sections:

- I. Interrogation for Listening
- II. Interrogation for Memorization
- III. Interrogation for Listening (again)
- IV. Military Terminology Drill

● The Interrogation for Listening is a short exchange between an interrogator and a subject in a typical military situation. Every effort has been made to create a sense of spontaneity in the

speakers so that the student will be afforded an opportunity to hear generous and authentic segments of the spoken language.

- The Interrogation for Memorization is a repetition of the Interrogation for Listening arranged in such a way that the student is encouraged to memorize the material. Longer utterances are divided into phrases, each of which is spoken twice by the native speaker, leaving a pause each time for the student to repeat after him on tape.

- The Interrogation for Listening is an exact repetition of the original, giving the student an opportunity to hear the exchange without interruption and thus facilitate his memorization of the material.

- The Military Terminology Drill consists of a series of military terms, heard first in English and then in Malay. Following each term there is a brief pause for the student to repeat the word. Each term is then used in a sentence, in both English and Malay, again repeated by the student in the pause which follows.

Tape 2

The materials of the second tape of each lesson are similarly divided into four parts:

- V. Interrogation for Review
- VI. Interrogation for Participation
- VII. Interrogation for Final Review
- VIII. Comprehension Test

- The Interrogation for Review permits the student to hear the original dialogue once again. Having completely memorized the dialogue by now, he listens this time to improve his pronunciation and to hear the intonation of the native Malay speakers.

- The Interrogation for Participation is an informal check-up. The student himself can now gauge the degree of his

control over the material, as he tests his ability to perform each of the two roles on tape, in turn, from memory.

● The Interrogation for Final Review provides an opportunity for the student to assure himself that he has a firm grasp of the factual matter of the exchange before moving on to the Comprehension Test.

● The Comprehension Test is a series of questions, to each of which are given three possible answers. In the space which follows the third answer, the student is expected to select and repeat the correct answer without pause.

The student should note, however, that Lessons 23 and 24 are built on a conversation between two officers, rather than an interrogation of a subject by an officer. In every other way, these two lessons are like the preceding ones.

Lesson 25, with its two accompanying tapes, is an extensive translation test. The student hears an opening speech in English; a pause follows, during which he is expected to give a translation on tape; the native Malay speaker then gives a correct translation. Then the process is reversed: the student hears a speech in Malay, gives his translation, then hears a correct translation in English.

English equivalents are provided for all dialogues and drills throughout the text. These are meant to be contextual equivalents rather than literal translations.

The teaching techniques used on tape are the result of the application of modern linguistic theory to language learning. The dialogues and drills have been designed to give the student maxi-

mum utilization of the materials provided. The student participates in using these materials in various ways, until he gains active control over the forms presented.

Organization of the Course as a Whole

Book IV with its accompanying tapes is the fourth Book of a Malay course consisting of four Books and 140 pre-recorded tapes. The materials of Book IV are considered to be advanced.

Detailed descriptions of Books I, II, and III will be found in the Prefaces of those three volumes.

Acknowledgments

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All pre-recorded tapes were prepared in the studios of Radio Singapore, through an arrangement with the Ministry of Culture.

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BIRTH AND CHILDHOOD

A: Good morning. Please sit down. Don't hesitate.

B: Good morning. Thank you.

A: Please tell me, where were you born and when were you born?

B: I was born at Kampong Gelam, in Singapore, on January 27, 1930.

A: Fine. Do you have your birth certificate with you?

B: Yes. Here it is.

A: Thank you. Your name on the certificate is Ahmad bin Hasan Basri. Has this been your name ever since you were a child?

Lesson 1

DI-PERANAKKAN DAN MASA KECHIL
BAHAGIAN PERTAMA

I. *Interrogation for Listening*

This first appearance of the interrogation is meant solely for familiarization. Listen only.

Since this is not a connected conversation, but an interrogation, the continuity of various questions and answers will depend on the purposes of the interrogator.

Do not expect to gain command of all the details obtained from the subject by the interrogator until later in the lesson; concentrate on language rather than content.

A: Selamat pagi. Sila dudok. Jangan segan.

B: Selamat pagi. Terima kaseh.

A: Tolong chakapkan kapada saya, di-mana enche' di-peranakkan, dan bila enche' di-peranakkan?

B: Saya di-peranakkan di-Kampong Gelam, dalam Singapura, pada dua puloh tujoh haribulan January, tahun sa-ribu sembilan ratus tiga puloh.

A: Baik-lah. Ada enche' bawa surat beranak enche'?

B: Ya. Ini ada saya bawa.

A: Terima kaseh. Nama enche' dalam surat beranak ini Ahmad bin Hasan Basri. Ini-kah nama enche' sejak dari kechil?

B: Yes. That's my name.

A: Have you ever changed your name, as is usually done by Malays?

B: Never. That has been my name since childhood.

A: Can you tell me your parents' address when you were born?

B: My parents' address was 40 Arab Street, Singapore. I was born in that house.

A: Can you give me a description of the house where you were born?

B: It was a shop-house. A wooden house, located in a row of shop-houses. Number four from the right side of the row. It was a two-story house, like most shop-houses in Malaya.

A: That's fine. And can you describe the condition of the area of Kampong Gelam where you were born?

B: The area of Kampong Gelam is on the southern part of the Island of Singapore. It stretches from Pantai Road along the sea-shore to the interior, up to Sungai Road, near the Rochor River. All the houses in the area are one-story shop-houses. The highest building in the area is the Sultan Mosque. The people there are mostly Malays.

A: Is there anything special about the area, Mr. Ahmad?

B: Yes. In that area there are Malays and other Easterners in business.

B: Ya. Itu-lah nama saya.

A: Pernah-kah enche' menukar nama enche' saperti kebiasaan orang-orang Melayu?

B: Tidak. Itu-lah nama saya sejak dari kechil saya dahulu.

A: Boleh-kah enche' beri tahu saya alamat rumah ibu-bapa enche' pada masa enche' di-peranakkan dahulu?

B: Alamat rumah ibu-bapa saya: nombor empat puloh, Jalan Arab, Singapura. Di-rumah itu-lah saya di-peranakkan.

A: Chuba enche' beri tahu saya, bagaimana keadaan rumah tempat enche' di-peranakkan itu?

B: Rumah itu rumah-kedai. Rumah kayu, dudok-nya dalam satu barisan rumah-rumah kedai. Letak-nya nombor empat dari sa-belah kanan. Ada berloteng satu saperti kebanyakan rumah-rumah kedai di-Malaya.

A: Chukup-lah itu. Dan boleh-kah pula enche' terangkan rupa dan keadaan kawasan yang bernama Kampong Gelam tempat enche' di-peranakkan itu?

B: Kewasan yang bernama Kampong Gelam itu, dudok-nya di-sa-belah bahagian selatan Pulau Singapura. Dari tepi laut, mulai dari Jalan Pantai, ka-darat sampai ka-Jalan Sungai dekat Sungai Rochor. Dalam itu semua-nya rumah-rumah kedai, rumah satu tingkat. Bagunan yang tinggi dalam kawasan itu, ia-lah Masjid Sultan. Pendudok dalam kawasan itu, terutama orang Melayu.

A: Ada apa-apa kelebehan-nya kawasan itu dalam Singapura, Enche' Ahmad?

B: Ya, ada. Dalam kawasan itu-lah yang ramai sa-kali orang-orang Melayu dan lain-lain bangsa Timor

A: Other than that?

B: As I said, it is in this area where the Sultan Mosque is, the largest Muslim mosque in Singapore.

A: Thank you. That's enough for today. I hope you'll come again tomorrow at the same time, when we can talk again.

B: All right. I'll come again tomorrow.

membuat perniagaan.

A: Lain lagi?

B: Saperti kata saya tadi, dalam kawasan itu-lah dudoknya Masjid Sultan, ia-itu masjid orang-orang berugama Islam yang besar sa-kali di-Singapura.

A: Terima kaseh. Bagi hari ini, chukup-lah sa-banyak itu dahulu. Saya harap, esok enche' datang lagi pada waktu ini juga, boleh kita berchakap-chakap lagi.

B: Baik-lah. Esok saya datang lagi.

II. *Interrogation for Memorization*

The native speaker will now go through the interrogation again, phrase by phrase, giving each phrase twice. You will repeat after him each time.

Repeat this section on tape until you are able to build up whole utterances without using your text.

III. *Interrogation for Listening*

The interrogation heard at the beginning of the lesson will now be repeated in its original form. By this time you should be able to understand it fully. If not, repeat the memorization section again.

Listen this time to clarify details obtained by the interrogator.

1. guns
   What type of guns do you have in your platoon?

2. antitank
   75 mm antitank guns.

3. maximum range
   What is the maximum range of the 75 mm antitank gun?

4. 13, 730 yards
   We can fire 13, 730 yards with it.

5. armor-piercing ammunition
   How much armor can you penetrate with the gun using armor-piercing ammunition?

IV. *Military Terminology Drill*

The following military terms will be given first in English, then in Malay. Space will be given after each set of equivalent terms to repeat the term in Malay.

Each term will then be used in a sentence, both in English and in Malay. Again space will be allowed for you to repeat only the Malay.

The term in Malay is not necessarily the exact translation of the English, but the equivalent usage.

Anti-tank

1. meriam-meriam
   Apa jenis meriam-meriam yang ada dalam platoon awak?

2. penembak kereta-kebal
   Meriam-meriam penembak kereta-kebal tujoh puloh lima milimeter.

3. sa-jauh-jauh arah tembakan
   Berapa-kah sa-jauh-jauh arah tembakan meriam penembak kereta-kebal tujoh puloh lima milimeter itu?

4. tiga belas ribu, tujoh ratus tiga puloh ela
   Dengan sejata itu kami boleh menembak sa-jauh tiga belas ribu, tujoh ratus tiga belas ela.

5. peluru penembus kepingan besi-baja
   Berapa tebal kepingan besi-baja yang boleh awak tembusi dengan meriam yang menggunakan peluru penembus kepingan besi-baja?

6. inches
   Up to four inches.

7. roadblocks
   What kind of roadblocks do you have?

8. antitank and antipersonnel mines
   We have a few antitank mines and a few antipersonnel mines.

9. antitank defense
   What other means of antitank defense do you have in your battalion area?

10. rocket launcher
    There is a rocket launcher in each rifle company.

11. bazooka
    We call it "bazooka."

12. to fire
    It's fired from the shoulder — either standing, sitting, or in prone position.

6. inchi
   Sa-hingga empat inchi.

7. pengempang-pengempang jalan
   Apa jenis pengempang-pengempang jalan yang ada pada awak?

8. periok-periok api penembak kereta-kebal dan penembak pekerja-pekerja.
   Kami ada beberapa buah periok-periok api penembak kereta-kebal dan beberapa buah periok-periok api penembak pekerja-pekerja.

9. pertahanan melawan kereta-kebal
   Apa-kah chara lain yang ada dalam kawasan batalion awak bagi pertahanan melawan kereta-kebal?

10. pelanchar roket
    Dalam tiap-tiap kompeni bersenapang ada sa-buah pelanchar roket.

11. bazo͝oka
    Kami namakan dia "bazooka."

12. menembak
    Menembakkan-nya dari bahu — baik dengan berdiri, dudok, atau meniarap.

V. *Interrogation for Review*

Listen to the interrogation again to be certain that you have fully mastered it before proceeding to the next exercise.

VI. *Interrogation for Participation*

Having completely memorized the dialogue by repeating over and over again the previous sections, you should now be ready to enjoy testing your own ability to perform the roles of the two speakers in this section.

With each Interrogation for Participation throughout this Book, there will be two readings of the dialogue on tape. In the first reading, you will play the role of the second speaker. In the second reading that immediately follows, you will take the part of the first speaker.

As soon as you are able to perform on tape both speaking parts of the dialogue without referring to the Book, and with acceptable pronunciation, you may consider that you have achieved control of the dialogue, and that you are ready for the Comprehension Test that concludes the lesson.

However, do not forget that achieving control of the dialogue lesson can mean many things more than merely the ability to memorize and perform the speakers' roles. Once you have completely memorized the dialogue and can successfully perform the roles of the speakers without using your Book, you can work toward perfecting your pronunciation and intonation.

A: Selamat pagi. Sila dudok. Jangan segan.

B: * * *

A: Tolong chakapkan kapada saya, di-mana enche' di-peranakkan, dan bila enche' di-peranakkan?

B: * * *

A: Baik-lah. Ada enche' bawa surat beranak enche'?

B: * * *

A: Terima kaseh. Nama enche' dalam surat beranak ini Ahmad bin Hasan Basri. Ini-kah nama enche' sejak dari kechil?

B: * * *

A: Pernah-kah enche' menukar nama enche' saperti kebiasaan orang-orang Melayu?

B: * * *

A: Boleh-kah enche' beri tahu saya alamat rumah ibu-bapa enche' pada masa enche' di-peranakkan dahulu?

B: * * *

A: Chuba enche' beri tahu saya, bagaimana keadaan rumah tempat enche' di-peranakkan itu?

B: * * *

A: Chukup-lah itu. Dan boleh-kah pula enche' terangkan rupa dan keadaan kawasan yang bernama Kampong Gelam tempat enche' di-peranakkan itu?

B: * * *

A: Ada apa-apa kelebehan-nya kawasan itu dalam Singapura, Enche' Ahmad?

B: * * *

A: Lain lagi?

B: * * *

A: Terima kaseh. Bagi hari ini, chukup-lah sa-banyak itu dahulu. Saya harap, esok enche' datang lagi pada waktu ini juga, boleh kita berchakap-chakap lagi.

B: * * *

A: * * *

B: Selamat pagi. Terima kaseh.

A: * * *

B: Saya di-peranakkan di-Kampong Gelam, dalam Singapura, pada dua puloh tujoh haribulan January, tahun sa-ribu sembilan ratus tiga puloh.

A: * * *

B: Ya. Ini ada saya bawa.

A: * * *

B: Ya. Itu-lah nama saya.

A: * * *

B: Tidak. Itu-lah nama saya sejak dari kechil saya dahulu.

A: * * *

B: Alamat rumah ibu-bapa saya: nombor empat puloh, Jalan Arab, Singapura. Di-rumah itu-lah saya di-peranakkan.

A: * * *

B: Rumah itu rumah-kedai. Rumah kayu, dudok-nya

dalam satu barisan rumah-rumah kedai. Letak-nya nombor empat dari sa-belah kanan. Ada berloteng satu saperti kebanyakan rumah-rumah kedai di-Malaya.

A: * * *

B: Kawasan yang bernama Kampong Gelam itu, dudok-nya di-sa-belah bahagian selatan Pulau Singapura. Dari tepi laut, mulai dari Jalan Pantai, ka-darat sampai ka-Jalan Sungai dekat Sungai Rochor. Dalam itu semua-nya rumah-rumah kedai, rumah satu tingkat. Bagunan yang tinggi dalam kawasan itu, ia-lah Masjid Sultan. Pendudok dalam kawasan itu, terutama orang Melayu.

A: * * *

B: Ya, ada. Dalam kawasan itu-lah yang ramai sa-kali orang-orang Melayu dan lain-lain bangsa Timor membuat perniagaan.

A: * * *

B: Saperti kata saya tadi, dalam kawasan itu-lah dudok-nya Masjid Sultan, ia-itu masjid orang-orang beru-gama Islam yang besar sa-kali di-Singapura.

A: * * *

B: Baik-lah. Esok saya datang lagi.

VII. *Interrogation for Final Review*

In the Comprehension Test to follow, you will be tested

on the content of the Interrogation rather than the language. Listen this time to be certain of the factual data.

VIII. *Comprehension Test*

In this test you will hear a series of questions. Each question will be followed by three possible answers. After each set of question and answers, space will be left on the tape for you to record the answer you select. Correct answers will be found on page 363.

1. Siapa-kah nama orang yang di-tanya itu?
   a. Orang yang di-tanya itu nama-nya Abdullah.
   b. Orang yang di-tanya itu nama-nya Ahmad.
   c. Orang yang di-tanya itu nama-nya Kamariah.
   d. * * *

2. Siapa-kah nama bapa orang yang di-tanya itu?
   a. Bapa orang yang di-tanya itu nama-nya Muhammad.
   b. Bapa orang yang di-tanya itu nama-nya Ahmad.
   c. Bapa orang yang di-tanya itu nama-nya Hasan Basri.
   d. * * *

3. Apa nama tempat-nya Ahmad di-peranakkan dalam Singapura?
   a. Nama tempat-nya Kampong Gelam.
   b. Nama tempat-nya Jalan Sungai.
   c. Nama tempat-nya Sungai Rochor.
   d. * * *

4. Nombor berapa rumah ibu-bapa Ahmad itu di-Jalan Arab, Singapura?
   a. Nombor lima puloh.

b. Nombor sa-ratus.
c. Nombor empat puloh.
d. * * *

5. Kampong Gelam itu dudok-nya di-bahagian selatan, atau utara, atau timor, atau bahagian barat Pulau Singapura?
   a. Di-bahagian selatan Pulau Singapura.
   b. Di-bahagian timor Pulau Singapura.
   c. Di-bahagian barat Pulau Singapura.
   d. * * *

BIRTH AND CHILDHOOD

A: Now I want to ask you a few more questions about your personal background.

B: All right. Please do.

A: During your childhood, when you were living with your parents at Kampong Gelam, who were your neighbours?

B: Oh, we had lots of neighbours, because we were living in a town.

A: Can you mention some of them?

B: To the right of our house, there was a Chinese called Tan Hock Lai. He repairs bicycles. To the left lived an Arabian, called Saiyid Umar. He was a textile merchant. Behind our house was my uncle, Mr. Ramli.

A: When you were living there, who were your friends?

B: I used to play often with Mr. Ramli's son, Ali, who is my cousin. And Tan Kia, Tan Hock Lai's son. My smallest friend was Saiyid Sharif, Saiyid Umar's son.

Lesson 2

DI-PERANAKKAN DAN MASA KECHIL
BAHAGIAN KEDUA

I. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Sekarang saya 'nak bertanya kapada enche' beberapa pertanyaan berkenaan dengan latar belakang enche' sendiri.

B: Baik-lah. Sila-lah tanya.

A: Pada masa kechil-kechil enche' diam bersama-sama ibu-bapa enche' di-Kampong Gelam dahulu, siapa-siapa-kah jiran enche'?

B: Oh, jiran kami ramai, kerana kami tinggal di-bandar.

A: Chuba enche' sebutkan beberapa orang sahaja dari-pada mereka itu?

B: Di-sa-belah kanan rumah kami, ada sa-orang China bernama Tan Hock Lai. Dia tukang baiki basikal. Di-sa-belah kiri, sa-orang Arab bernama Saiyid Umar. Dia saudagar kain. Dan di-sa-belah belakang rumah kami, bapa saudara saya Enche' Ramli.

A: Masa enche' kechil-kechil diam di-situ, siapa-siapa kawan enche'?

B: Saya selalu bermain-main dengan anak Enche' Ramli, sa-pupu saya, Ali nama-nya. Dan dengan Tan Kia anak Tan Hock Lai itu. Kawan saya yang kechil sa-

A: Where are those friends now?

B: Ali is now a soldier, living in Port Dickson. Saiyid Sharif is now in Kedah with his father, and Tan Kia died of tuberculosis.

A: Are you still living in that house, or have you moved to another?

B: Oh, we've moved twice.

A: Where did you move to?

B: From Kampong Gelam we moved to Kallang. After two years there we moved to Kampong Melayu.

A: The houses you lived in, were they rented or your own?

B: As far as I can remember, when we were in Kampong Gelam and in Kallang, we lived in rented houses. The house where we are living now, in Kampong Melayu, is our own.

A: What do you mean, "As far as I can remember"? Aren't you sure?

B: When we moved from Kampong Gelam to Kallang, I was about five. I can't be sure.

A: All right. Thank you. That's all for today.

kali ia-lah Saiyid Sharif, anak Saiyid Umar itu.

A: Di-mana kawan-kawan enche' itu sekarang?

B: Ali sudah bekerja jadi 'askar. Sekarang dia tinggal di-Port Dickson. Saiyid Sharif sudah pindah mengikut ayah-nya ka-Kedah, dan Tan Kia sudah mati kena batok kering.

A: Ada-kah enche' di-rumah itu juga atau pernah-kah enche' pindah?

B: Oh, sudah dua kali kami pindah.

A: Pindah ka-mana?

B: Dari Kampong Gelam itu kami pindah ka-Kallang. Dua tahun di-situ. Lepas itu kami pindah ka-Kampong Melayu.

A: Rumah-rumah yang enche' diami itu, ada-kah rumah sewa atau rumah sendiri?

B: Sa-panjang yang saya ingat, masa di-Kampong Gelam dan di-Kallang kami tinggal di-rumah sewa. Rumah kami di-Kampong Melayu sekarang, rumah sendiri.

A: Mengapa enche' kata "sa-panjang yang saya ingat"? Tidak-kah enche' ingat betul-betul?

B: Masa kami pindah dari Kampong Gelam ka-Kallang itu, saya baharu berumor lebeh kurang lima tahun. Saya 'tak berani mengatakan saya ingat betul.

A: Baik-lah. Terima kaseh. Bagi hari ini, chukup-lah sa-banyak itu saya bertanya.

1. tanks
   What kind of tanks do you have in your regiment?

2. 90 mm guns
   We have medium tanks with 90 mm guns.

3. weigh
   How much does the medium tank weigh?

4. tons
   Approximately 46 tons.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Armor

1. kereta-kebal
   Apa jenis kereta-kebal yang ada dalam pasokan 'askar awak?

2. meriam sembilan puloh milimeter
   Kami ada mempunyai kereta-kebal yang sederhana dengan meriam sembilan puloh milimeter.

3. berat-nya
   Berapa berat-nya kereta-kebal yang sederhana itu?

4. tan
   Lebeh-kurang empat puloh enam tan.

5. gas consumption
   What is the average gas consumption of a medium tank?

6. liters per kilometer
   We average about 10 to 15 liters per kilometer.

7. maintenance work
   Where is the maintenance work performed on your tanks?

8. minor repairs
   Minor repairs are usually performed at company level.

9. maximum speed
   What is the maximum speed of a medium tank?

10. going cross-country
    About 55 kilometers per hour, and about 30 to 40 kilometers per hour when going cross-country.

11. sighting devices
    What sighting devices are there for firing the 90 mm gun?

12. gunner
    The gunner has a telescope, periscope and quadrants.

5. pemakaian gas
   Berapa banyak hitong-panjang pemakaian gas bagi kereta-kebal yang sederhana itu?

6. liter bagi satu kilometer
   Hitong panjang lebeh-kurang sa-puloh hingga lima belas liter bagi satu kilometer.

7. kerja memelihara
   Di-mana di-buat kerja memelihara kereta-kebal awak itu?

8. membaiki kerosakan kechil-kechil
   Membaiki kerosakan kechil-kechil biasa-nya di-buat di-tempat kompeni.

9. sa-habis-habis laju
   Berapa-kah sa-habis-habis laju kereta-kebal yang sederhana itu?

10. pergi meredah berbagai bagai tempat
    Lebeh kurang lima puloh lima kilometer bagi satu jam, dan lebeh kurang tiga puloh hingga empat puloh kilometer bagi satu jam apabila pergi meredah berbagai-bagai tempat.

11. alat memandang
    Apa-kah alat memandang bagi menembakkan meriam sembilan puloh milimeter itu?

12. penembak meriam
    Penembak meriam ada menggunakan talisekop, perisekop dan kuadrant.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Sekarang saya 'nak bertanya kapada enche' beberapa pertanyaan berkenaan dengan latar belakang enche' sendiri.

B: * * *

A: Pada masa kechil-kechil enche' diam bersama-sama ibu-bapa enche' di-Kampong Gelam dahulu, siapa-siapa-kah jiran enche'?

B: * * *

A: Chuba enche' sebutkan beberapa orang sahaja dari-pada mereka itu.

B: * * *

A: Masa enche' kechil-kechil diam di-situ, siapa-siapa kawan enche'?

B: * * *

A: Di-mana kawan-kawan enche' itu sekarang?

B: * * *

A: Ada-kah enche' di-rumah itu juga atau pernah-kah

enche' pindah?

B: * * *

A: Pindah ka-mana?

B: * * *

A: Rumah-rumah yang enche' diami itu, ada-kah rumah sewa atau rumah sendiri?

B: * * *

A: Mengapa enche' kata "sa-panjang yang saya ingat"? Tidak-kah enche' ingat betul-betul?

B: * * *

A: Baik-lah. Terima kaseh. Bagi hari ini, chukup-lah sa-banyak itu saya bertanya.

A: * * *

B: Baik-lah. Sila-lah tanya.

A: * * *

B: Oh, jiran kami ramai, kerana kami tinggal di-bandar.

A: * * *

B: Di-sa-belah kanan rumah kami, ada sa-orang China bernama Tan Hock Lai. Dia tukang baiki basikal. Di-sa-belah kiri, sa-orang Arab bernama Saiyid Umar. Dia saudagar kain. Dan di-sa-belah belakang rumah kami, bapa saudara saya Enche' Ramli.

A: * * *

B: Saya selalu bermain-main dengan anak Enche' Ramli, sa-pupu saya, Ali nama-nya. Dan dengan Tan Kia anak Tan Hock Lai itu. Kawan saya yang kechil sa-kali ia-lah Saiyid Sharif, anak Saiyid Umar itu.

A: * * *

B: Ali sudah bekerja jadi 'askar. Sekarang dia tinggal di-Port Dickson. Saiyid Sharif sudah pindah mengikut ayah-nya ka-Kedah, dan Tan Kia sudah mati kena batok kering.

A: * * *

B: Oh, sudah dua kali kami pindah.

A: * * *

B: Dari Kampong Gelam itu kami pindah ka-Kallang. Dua tahun di-situ. Lepas itu kami pindah ka-Kampong Melayu.

A: * * *

B: Sa-panjang yang saya ingat, masa di-Kampong Gelam dan di-Kallang kami tinggal di-rumah sewa. Rumah kami di-Kampong Melayu sekarang, rumah sendiri.

A: * * *

B: Masa kami pindah dari Kampong Gelam ka-Kallang itu, saya baharu berumor lebeh kurang lima tahun. Saya 'tak berani mengatakan saya ingat betul.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Masa Ahmad kechil-kechil, ada sa-orang jiran-nya bernama Tan Hock Lai. Orang Bangsa apa-kah Tan Hock Lai itu?
   a. Orang bangsa Melayu.
   b. Orang bangsa China.
   c. Orang bangsa Arab.
   d. * * *

2. Sa-orang lagi jiran Ahmad, bernama Saiyid Umar. Orang bangsa apa-kah Saiyid Umar itu?
   a. Orang bangsa Melayu.
   b. Orang bangsa India.
   c. Orang bangsa Arab.
   d. * * *

3. Tan Hock Lai itu tukang baiki apa?
   a. Tukang baiki motokar.
   b. Tukang baiki rumah.
   c. Tukang baiki basikal.
   d. * * *

4. Saiyid Umar itu saudagar apa?
   a. Saudagar intan.
   b. Saudagar kain.
   c. Saudagar roti.
   d. * * *

5. Sa-orang daripada kawan Ahmad masa ia kechil-kechil, ia-lah pupu-nya bernama Ali. Anak siapa-kah Ali itu?
   a. Anak Saiyid Umar.
   b. Anak Tan Hock Lai.
   c. Anak Ramli.
   d. * * *

FAMILY

A: Today I want to ask you a few questions about your family background. First of all, what is your father's name?

B: My father? My father is Hasan Basri bin Yusuf. He was born in Johore Baharu, if I'm not mistaken, in the year 1900.

A: What sort of education does he have?

B: He passed standard five of Malay school, that is, primary school. And after that he entered a secondary English school and passed standard eight. He knows how to speak English and Malay.

A: Do you know when and where he married your mother?

B: From what I heard from my father and mother, they were married at my grandfather's house in Malacca. That's all I know. But I don't know when they were married, because I wasn't born yet.

A: Excuse me if I ask you another question.

B: Oh, I don't mind. Please do.

Lesson 3

KELUARGA
BAHAGIAN PERTAMA

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1. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Hari ini saya hendak bertanya beberapa pertanyan berkenaan dengan latar belakang keluarga enche'. Mula-mula sa-kali saya 'nak tanya. Siapa nama ayah enche'? Bila dan di-mana dia di-peranakkan?

B: Ayah saya? Ayah saya Hasan Basri bin Yusuf. Dia di-peranakkan di-Johor Baharu. Kalau saya 'tak salah, pada tahun sa-ribu sembilan ratus.

A: Bagaimana pelajaran sekolah ayah enche' itu?

B: Dia lulus darjah lima Sekolah Melayu, ia-itu sekolah rendah. Lepas itu dia masok Sekolah Menengah Inggeris, lulus darjah lapan. Dia tahu berchakap bahasa Inggeris dan bahasa Melayu.

A: Tahu-kah enche' bila dan di-mana dia berkahwin dengan emak enche'?

B: Daripada chakap-chakap ayah saya dan emak saya kapada saya, mereka kahwin di-rumah datok saya di-Melaka, itu sahaja yang saya tahu. Tetapi saya 'tak tahu bila mereka kahwin, kerana masa itu saya belum di-peranakkan lagi.

A: Minta ma'af saya bertanya ini pula.

B: Oh, 'tak apa. Sila tanya.

A: Was that their first marriage, or what?

B: Yes, it was the first marriage for them both. My father was a bachelor, and my mother was just a girl.

A: Do you mind my asking such a question?

B: Oh, no. There's nothing wrong.

A: When and where was your mother born?

B: She was born in Malacca about the year 1905.

A: What's her name?

B: Her name is Rokiah.

A: Her full name?

B: Rokiah binte Abdul Hamid.

A: What sort of education does she have?

B: My mother only passed standard five of Malay school, primary school.

A: All right. That's enough for today. If you have no objection, I'll question you again tomorrow. May I?

B: I have no objection. I'll come again tomorrow. Then you can question me again.

A: Ada-kah ayah dan emak enche' kahwin itu, kahwin yang mula-mula sa-kali, atau bagaimana?

B: Ya. Itu-lah permulaan ayah saya kahwin, dan permulaan emak saya kahwin. Ayah saya anak teruna, emak saya anak dara.

A: Enche' tidak marah saya bertanya bagitu?

B: Oh, tidak. Apa salah-nya?

A: Emak enche' itu, di-mana dan bila dia di-peranak-kan?

B: Dia di-peranakkan di-Melaka, lebeh kurang pada tahun sa-ribu sembilan ratus lima.

A: Siapa nama-nya?

B: Nama-nya Rokiah.

A: Nama-nya yang penoh?

B: Rokiah binti Abdul Hamid.

A: Bagaimana pelajaran sekolah emak enche' itu?

B: Emak saya lulus darjah lima Sekolah Melayu sahaja, sekolah rendah.

A: Baik-lah. Hari ini chukup-lah sampai di-sini sahaja saya bertanya kapada enche'. Kalau enche' 'tak ada apa-apa halangan, esok saya tanya lagi enche', boleh?

B: Saya 'tak ada apa-apa halangan. Esok saya datang lagi. Boleh-lah enche' tanya pula.

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1. infantry troops
   Where were the infantry troops while you were waiting for the tanks?

2. assembly area
   The infantry troops were in the assembly area.

3. line of departure
   Where was your line of departure?

4. secondary road
   It was a secondary road nearby.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Armored Infantry

1. pasokan-pasokan 'äskar berjalan-kaki
   Di-mana-kah dudok-nya pasokan-pasokan 'askar berjalan-kaki pada masa awak menanti kedatangan kereta-kereta-kebal itu?

2. kawasan tempat berhimpun
   Pasokan-pasokan askar berjalan-kaki itu berkumpul di-kawasan tempat berhimpun.

3. garisan mula bertolak
   Di-mana-kah garisan mula bertolak awak?

4. jalan kechil
   Pada jalan kechil berhampiran dengan.

5. white flare
   You used a white flare. What was that for?

6. smoke screen
   To signal for a smoke screen to conceal our movements.

7. 81 mm mortars
   Where were the 81 mm mortars?

8. right flank
   They were on the right flank of the battalion when we started.

9. weapons company
   Where was the weapons company of the battalion located?

10. heavy machine guns
    The heavy machine guns were located on the high ground behind the line of departure.

11. final assault
    What signal was used for the final assault?

12. parachute flare
    We used a red parachute flare.

5. suar puteh
   Awak telah menggunakan suar puteh. Apa guna-nya itu?

6. asap pengadang
   Memberi alamat supaya di-keluarkan asap peng-adang bagi menyembunyikan pergerakan-pergera-kan kami.

7. meriam katak lapan puloh satu milimeter
   Di-mana letak-nya meriam katak lapan puloh satu milimeter?

8. sayap kanan
   Apabila kami mulai bergerak, meriam-meriam katak itu letak-nya di-sa-belah sayap kanan batalion.

9. kompeni bersenjata
   Di-mana-kah di-tempatkan kompeni bersenjata bagi batalion itu?

10. meriam-jentera besar
    Meriam-jentera besar di-tempatkan di-tanah tinggi di-belakang garisan mula bertolak.

11. serangan yang akhir
    Apa-kah alamat yang di-gunakan untok melanchar-kan serangan yang akhir?

12. suar berpayong
    Kami gunakan suar berpayong warna merah.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Hari ini saya hendak bertanya beberapa pertanyan berkenaan dengan latar belakang keluarga enche'. Mula-mula sa-kali saya 'nak tanya. Siapa nama ayah enche'? Bila dan di-mana dia di-peranakkan?

B: * * *

A: Bagaimana pelajaran sekolah ayah enche' itu?

B: * * *

A: Tahu-kah enche' bila dan di-mana dia berkahwin dengan emak enche'?

B: * * *

A: Minta ma'af saya bertanya ini pula.

B: * * *

A: Ada-kah ayah dan emak enche' kahwin itu, kahwin yang mula-mula sa-kali, atau bagaimana?

B: * * *

A: Enche' tidak marah saya bertanya bagitu?

B: * * *

A: Emak enche' itu, di-mana dan bila dia di-peranak-kan?

B: * * *

A: Siapa nama-nya?

B: * * *

A: Nama-nya yang penoh?

B: * * *

A: Bagaimana pelajaran sekolah emak enche' itu?

B: * * *

A: Baik-lah. Hari ini chukup-lah sampai di-sini sahaja saya bertanya kapada enche'. Kalau enche' 'tak ada apa-apa halangan, esok saya tanya lagi enche', boleh?

B: * * *

A: * * *

B: Ayah saya? Ayah saya Hasan Basri bin Yusuf. Dia di-peranakkan di-Johor Baharu. Kalau saya 'tak salah, pada tahun sa-ribu sembilan ratus.

A: * * *

B: Dia lulus darjah lima Sekolah Melayu, ia-itu sekolah rendah. Lepas itu dia masok Sekolah Menengah Inggeris, lulus darjah lapan. Dia tahu berchakap bahasa Inggeris dan bahasa Melayu.

A: * * *

B: Daripada chakap-chakap ayah saya dan emak saya kapada saya, mereka kahwin di-rumah datok saya di-Melaka, itu sahaja yang saya tahu. Tetapi saya 'tak tahu bila mereka kahwin, kerana masa itu saya belum di-peranakkan lagi.

A: * * *

B: Oh, 'tak apa. Sila tanya.

A: * * *

B: Ya. Itu-lah permulaan ayah saya kahwin, dan permulaan emak saya kahwin. Ayah saya anak teruna, emak saya anak dara.

A: * * *

B: Oh, tidak. Apa salah-nya?

A: * * *

B: Dia di-peranakkan di-Melaka, lebeh kurang pada tahun sa-ribu sembilan ratus lima.

A: * * *

B: Nama-nya Rokiah.

A: * * *

B: Rokiah binti Abdul Hamid.

A: * * *

B: Emak saya lulus darjah lima Sekolah Melayu sahaja, sekolah rendah.

A: * * *

B: Saya 'tak ada apa-apa halangan. Esok saya datang lagi. Boleh-lah enche' tanya pula.

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15,

1. Ayah Ahmad itu nama-nya Hasan Basri. Hasan Basri itu anak siapa?
   a. Anak Saiyid Umar.
   b. Anak Yusuf.
   c. Anak Ramli.
   d. * * *

2. Hasan Basri itu di-peranakkan di-mana?
   a. Di-peranakkan di-Kampong Gelam.
   b. Di-peranakkan di-Jalan Arab.
   c. Di-peranakkan di-Johor Baharu.
   d. * * *

3. Hasan Basri itu tahu berchakap dua jenis bahasa. Bahasa-bahasa apa?
   a. Bahasa Inggeris dan bahasa Melayu.
   b. Bahasa Melayu dan bahasa China.
   c. Bahasa Arab dan bahasa Melayu.
   d. * * *

4. Siapa-kah nama dan binti-nya emak Ahmad itu?
   a. Sharifah binti Umar.
   b. Rokiah binti Abdul Hamid.
   c. Rokiah binti Abdul Majid.
   d. * * *

5. Emak Ahmad itu lulus darjah berapa di-Sekolah Melayu?
   a. Darjah enam Sekolah Melayu.
   b. Darjah lima Sekolah Melayu.
   c. Darjah empat Sekolah Melayu.
   d. * * *

FAMILY

A: Good morning. How are you this morning?

B: Good morning. I'm fine. Nothing wrong. Do you have more questions for me today?

A: I still have a few.

B: Please go ahead.

A: Please tell me, did your father join any organization or any political party?

B: As far as I know, my father has never joined any political organization. He was only a member in the Clerical Union, and still is.

A: What about military service?

B: You are asking about my father or me?

A: About your father's military service.

B: My father has never served in the military service.

A: If not a soldier, is there any other service connected with

Lesson 4

KELUARGA
BAHAGIAN KEDUA

I. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Selamat pagi. Apa khabar pagi ini?

B: Selamat pagi. Baik sahaja. 'Tak ada apa-apa. Hari ini banyak lagi pertanyaan yang enche' 'nak tanyakan saya?

A: Ada-lah sadikit lagi.

B: Sila-lah tanya.

A: Tolong beri tahu saya. Ada-kah ayah enche' masok sa-suatu badan atau parti siasah?

B: Yang saya tahu, ayah saya 'tak ada masok apa-apa badan siasah. Dia hanya jadi ahli dalam Persatuan Keranai-kerani. Sampai sekarang pun dia jadi ahli persatuan itu.

A: Perkhidmatan tentera bagaimana?

B: Enche' bertanyakan fasal ayah saya atau saya?

A: Fasal ayah enche' dalam perkhidmatan tentera.

B: Ayah saya 'tak pernah jadi 'askar dalam pasokan tentera.

A: Kalau tidak jadi 'askar pun, lain-lain perkhidmatan

the military that he has worked for?

B: Oh, yes, I just remembered. During the Japanese invasion of Malaya, my father joined the local defence force. He never carried a rifle, but was only a member of the fire-extinguishing team.

A: Where?

B: In Singapore.

A: When Singapore fell into Japanese hands, what happened to your father?

B: He automatically left the team, because the Japanese soldiers did not disturb the natives.

A: Why?

B: The Japanese soldiers only captured the Englishmen and the whites.

A: During the Japanese rule in Singapore, what was your father's work?

B: Business. Selling foodstuffs at the street stall.

A: And how about your mother, what was she doing?

B: She stayed at home, making Malay cakes to be sold at my father's stall.

A: And now, is your mother living with your father?

B: Certainly. Where else would she go?

A: You have an older brother, don't you?

yang berhubong dengan pekerjaan tentera, 'tak ada?

B: Oh, ya. Baharu saya ingat. Masa Jepun menyerang Malaya ini dahulu, ayah saya ada masok pasokan pertahanan tempatan. Tetapi dia tidak membawa senapang, hanya jadi ahli dalam pasokan pemadam api.

A: Di-mana?

B: Di-Singapura ini-lah.

A: Apabila Singapura ini jatoh ka-tangan Jepun, apa hal ayah enche'?

B: Lepas bagitu sahaja-lah daripada pasokan itu, kerana 'askar-'askar Jepun itu tidak mengusek anak-anak negeri ini.

A: Mengapa?

B: 'Askar-'askar Jepun hanya menawan orang-orang Inggeris dan orang-orang kulit-puteh.

A: Pada masa Jepun memerentah Singapura ini, apa kerja ayah enche'?

B: Berniaga. Menjual barang-barang makanan di-gerai tepi jalan.

A: Bagaimana pula hal-nya emak enche', apa di-buat-nya?

B: Dia di-rumah, memasak kueh-kueh Melayu yang akan di-jual di-gerai ayah saya itu.

A: Dan sekarang, emak enche' tinggal dengan ayah enche' juga?

B: Tentu-lah. Ka-mana pula emak saya 'nak pergi?

A: Enche' ada abang, bukan?

B: Yes, I have.

A: Where is he now? What's he doing?

B: He's now in Ipoh, in the state of Perak. He's a Malay school teacher.

A: That's all. Enough for now.

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1. engineer company
   What platoon of the 113th Engineer Company are you a

B: Ya. Saya ada sa-orang abang.

A: Di-mana dia sekarang? Apa di-buat-nya?

B: Sekarang dia di-Ipoh, dalam negeri Perak. Dia bekerja jadi guru Sekolah Melayu.

A: Jadi-lah. Chukup-lah sa-banyak itu.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Engineer

1. kompeni jurutera
   Awak menjadi ahli platoon apa dalam Kompeni

member of?

2. bridge platoon
   I'm a member of a bridge platoon.

3. bridging equipment
   What type of bridging equipment do you use?

4. infantry support bridge
   We use only the infantry support bridge, although there are other types.

5. suspended
   How is the bridge suspended?

6. cable and guy lines
   It is suspended by a main cable and guy lines.

7. length, width and capacity
   What is the length, width and capacity of this bridge?

8. 432 feet long and 22 inches wide
   It is 432 feet long and 22 inches wide; its normal capacity is 75 men per minute in daylight, 40 men at night.

9. to set up
   How fast can this bridge be set up?

10. experienced platoon
    20 to 30 feet of bridge can be built in one minute by an experienced platoon.

11. platoon headquarters

Jurutera yang kesaratus tiga belas?

2. platoon membuat jambatan
Saya jadi ahli dalam platoon membuat jambatan.

3. perkakas membuat jambatan
Apa-kah jenis perkakas membuat jambatan yang awak gunakan?

4. jambatan tempat berjalan 'askar berjalan-kaki
Kami hanya menggunakan perkakas membuat jambatan tempat berjalan 'askar berjalan-kaki walau pun ada jenis yang lain-lain lagi.

5. di-gantongkan
Bagaimana-kah jambatan itu di-gantongkan?

6. dawai kebal serta tali dan rantai
Di-gantong dengan dawai kebal besar serta tali dan rantai.

7. panjang, lebar dan muatan isi
Berapa-kah panjang, lebar dan muatan isi jambatan ini?

8. empat ratus tiga puloh dua kaki panjang dan dua puloh dua inchi lebar
Empat ratus tiga puloh dua kaki panjang dan dua puloh dua inchi lebar; muatan isi-nya yang biasa, pada siang hari, tujoh puloh lima orang dalam satu minit, pada malam hari empat puloh orang.

9. siap di-bangunkan
Berapa-kah pantas-nya jambatan ini boleh siap di-bangunkan?

10. platoon yang mahir
Suatu platoon yang mahir boleh mendirikan sabuah jambatan panjang-nya dua puloh hingga tiga puloh kaki dalam masa satu minit.

11. markas platoon

How many men are there in Platoon Headquarters?

12. platoon sergeant
One officer, a platoon sergeant and a clerk.

Berapa orang-kah ramai-nya dalam sa-buah Markas Platoon?

12. platoon sarjan
Sa-orang pegawai, sa-orang platoon sarjan dan sa-orang kerani.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Selamat pagi. Apa khabar pagi ini?

B: * * *

A: Ada-lah sadikit lagi.

B: * * *

A: Tolong beri tahu saya. Ada-kah ayah enche' masok sa-suatu badan atau parti siasah?

B: * * *

A: Perkhidmatan tentera bagaimana?

B: * * *

A: Fasal ayah enche' dalam perkhidmatan tentera.

B: * * *

A: Kalau tidak jadi 'askar pun, lain-lain perkhidmatan yang berhubong dengan pekerjaan tentera, 'tak ada?

B: * * *

A: Di-mana?

B: * * *

A: Apabila Singapura ini jatoh ka-tangan Jepun, apa hal ayah enche'?

B: * * *

A: Mengapa?

B: * * *

A: Pada masa Jepun memerentah Singapura ini, apa kerja ayah enche'?

B: * * *

A: Bagaimana pula hal-nya emak enche', apa di-buat-nya?

B: * * *

A: Dan sekarang, emak enche' tinggal dengan ayah enche' juga?

B: * * *

A: Enche' ada abang, bukan?

B: * * *

A: Di-mana dia sekarang? Apa di-buat-nya?

B: * * *

A: Jadi-lah. Chukup-lah sa-banyak itu.

A: * * *

B: Selamat pagi. Baik sahaja. 'Tak ada apa-apa. Hari ini banyak lagi pertanyaan yang enche' 'nak tanyakan saya?

A: * * *

B: Sila-lah tanya.

A: * * *

B: Yang saya tahu, ayah saya 'tak ada masok apa-apa badan siasah. Dia hanya jadi ahli dalam Persatuan Keranai-kerani. Sampai sekarang pun dia jadi ahli persatuan itu.

A: * * *

B: Enche' bertanyakan fasal ayah saya atau saya?

A: * * *

B: Ayah saya 'tak pernah jadi askar dalam pasokan tentera.

A: * * *

B: Oh, ya. Baharu saya ingat. Masa Jepun menyerang Malaya ini dahulu, ayah saya ada masok pasokan pertahanan tempatan. Tetapi dia tidak membawa senapang, hanya jadi ahli dalam pasokan pemadam api.

A: * * *

B: Di-Singapura ini-lah.

A: * * *

B: Lepas bagitu sahaja-lah daripada pasokan itu, kerana 'askar-'askar Jepun itu tidak mengusek anak-anak negeri ini.

A: * * *

B: 'Askar-askar Jepun hanya menawan orang-orang Inggeris dan orang-orang kulit-puteh.

A: * * *

B: Berniaga. Menjual barang-barang makanan di-gerai tepi jalan.

A: * * *

B: Dia di-rumah, memasak kueh-kueh Melayu yang akan di-jual di-gerai ayah saya itu.

A: * * *

B: Tentu-lah. Ka-mana pula emak saya 'nak pergi?

A: * * *

B: Ya. Saya ada sa-orang abang.

A: * * *

B: Sekarang dia di-Ipoh, dalam negeri Perak. Dia bekerja jadi guru Sekolah Melayu.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Ayah Ahmad itu jadi ahli dalam Persatuan apa?
   a. Jadi ahli dalam Persatuan Pekerja-pekerja.
   b. Jadi ahli dalam Persatuan Kerani-kerani.
   c. Jadi ahli dalam Persatuan Kelasi-kelasi.
   d. * * *

2. Masa Jepun menyerang Malaya, ayah Ahmad itu masok pasokan apa?
   a. Pasokan Pertahanan Luar.
   b. Pasokan Pertahanan Udara.
   c. Pasokan Pertahanan Tempatan.
   d. * * *

3. Pada masa Jepun memerentah Singapura, apa kerja ayah Ahmad?
   a. Berniaga menjual barang-barang pakaian.
   b. Berniaga menjual barang-barang makanan.
   c. Berniaga menjual barang-barang tembaga.
   d. * * *

4. Di-mana dan dalam negeri apa dudok-nya abang Ahmad itu?
   a. Di-Kuala Lumpur, dalam Negeri Selangor.
   b. Di-Seremban, dalam Negeri Sembilan.
   c. Di-Ipoh, dalam Negeri Perak.
   d. * * *

5. Abang Ahmad itu bekerja jadi apa?
   a. Bekerja jadi kerani pejabat.
   b. Bekerja jadi guru Sekolah Melayu.
   c. Bekerja jadi pekerja di-lombong.
   d. * * *

EDUCATION

A: I would like to ask you a few questions concerning your education. What schools did you attend?

B: Who, me?

A: Yes, you.

B: I attended Malay and English schools.

A: When did you first enter school?

B: In 1936, when I was six years old, I first entered the Malay school.

A: How long did you attend that school?

B: I studied in the Malay school for four years, until I was ten. After that I joined the English school and studied there for eight years.

A: What were the subjects you studied in those schools?

B: Ordinary subjects, such as arithmetic, writing, reading, geography, history, language, grammar, and others, as usual.

Lesson 5

BERSEKOLAH
BAHAGIAN PERTAMA

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1. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Saya suka hendak bertanya sadikit mengenai persekolahan enche'. Enche' sudah belajar di-sekolah apa?

B: Siapa? Saya?

A: Ya, enche'-lah.

B: Saya sudah belajar di-Sekolah Melayu dan di-Sekolah Inggeris.

A: Bila enche' mula masok belajar ka-sekolah itu?

B: Dalam tahun sa-ribu sembilan ratus tiga puloh enam, pada masa saya berumor enam tahun, saya mula masok belajar ka-Sekolah Melayu.

A: Berapa lama enche' belajar di-sekolah itu?

B: Di-Sekolah Melayu saya belajar sa-lama empat tahun, sampai saya berumor sa-puloh tahun. Lepas itu saya masok ka-Sekolah Inggeris dan belajar di-situ sa-lama lapan tahun.

A: Apa pelajaran-pelajaran yang enche' pelajari di-sekolah-sekolah itu?

B: Pelajaran biasa-lah, saperti kira-kira, menulis, membacha, ilmu alam, tawarikh, bahasa, nahu

A: Who were your teachers?

B: Oh, I had lots of teachers. Do you want to know their names?

A: Tell me as many as you can.

B: One of them was Saifuddin. Another was Makhzan. Another was Nasir. Uh, wait a minute, let me think. The others were Adnan, John Tan, Betsy.

A: Who were the headmasters of the Malay and English schools?

B: The headmaster of the Malay school was Mr. Hashim, and the headmaster of the English school was Mr. Joseph Pareira. We nicknamed him "Tubby," because he was very fat.

A: We'll stop here, because it's meal time. We'll continue in the afternoon.

dan lain-lain saperti biasa.

A: Siapa guru-guru enche' itu?

B: Oh, guru saya ramai. Enche' hendak tahu nama-nama mereka itu?

A: Sebut-lah sa-berapa ramai yang boleh.

B: Ada sa-orang guru saya itu bernama Saifuddin, sa-orang lagi Makhzan, sa-orang lagi Nasir, nanti sa-kejap saya ingat-ingat. Dan lagi Adnan, John Tan, Betsy.

A: Siapa guru besar Sekolah Melayu dan Sekolah Inggeris itu?

B: Guru Besar Sekolah Melayu itu Enche' Hashim, dan Guru Besar Sekolah Inggeris Joseph Pareira. Guru Besar Joseph Pareira itu kami gelarkan "Pak Gemok" kerana badan-nya gemok sangat.

A: Kita berhenti dahulu di-sini, kerana masa makan 'dah sampai. Lepas tengah hari sekarang kita sambong lagi.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

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1. battery
   What is your jo͡ in the battery?

2. to set fuses
   I set fuses.

3. gun crew
   How many are there in your gun crew?

4. sergeant first class
   There's a sergeant first class and nine men.

5. to shell
   Was anybody hit when we shelled you?

6. chief of section
   Yes, the Chief of Section and another man.

7. fire direction center
   What's the fire direction center?

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Field Artillery

1. pasokan meriam
   Apa-kah kerja awak dalam pasokan meriam?

2. memasang sumbu
   Saya jadi tukang memasang sumbu.

3. ahli-ahli meriam
   Berapa orang ramai-nya ahli-ahli meriam awak itu?

4. sarjan darjah pertama
   Ada sa-orang sarjan darjah pertama dan sembilan orang ahli lagi.

5. tembak dengan peluru shell
   Ada-kah siapa-siapa yang kena apabila kami tembak awak dengan peluru shell?

6. ketua seksen
   Ya, ketua seksen dan sa-orang lain lagi.

7. pusat arahan tembak
   Apa-kah dia pusat arahan tembak itu?

8. coordinated
   That's the place where the fire of the battery is co-ordinated.

9. forward observers
   Why do you have three forward observers?

10. infantry companies
    We send a forward observer to the three infantry companies of the battalion we support.

11. rank
    What is the rank of a forward observer?

12. lieutenants
    All forward observers are lieutenants.

8. di-samakan
   Itu-lah tempat-nya tembakan pasokan meriam di-samakan.

9. pemerhati di-hadapan
   Mengapa awak ada mempunyai tiga pemerhati di-hadapan?

10. kompeni 'askar berjalan-kaki
    Kami menghantarkan pemerhati di-hadapan kapada tiga kompeni 'askar berjalan-kaki bagi batalion yang kami bantu.

11. pangkat
    Apa-kah pangkat orang yang jadi pemerhati di-hadapan itu?

12. leftenan
    Semua orang yang jadi pemerhati di-hadapan itu ia-lah leftenan.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Saya suka hendak bertanya sadikit mengenai persekolahan enche'. Enche' sudah belajar di-sekolah apa?

B: * * *

A: Ya, enche' lah.

B: * * *

A: Bila enche' mula masok belajar ka-sekolah itu?

B: * * *

A: Berapa lama enche' belajar di-sekolah itu?

B: * * *

A: Apa pelajaran-pelajaran yang enche' pelajari di-sekolah-sekolah itu?

B: * * *

A: Siapa guru-guru enche' itu?

B: * * *

A: Sebut-lah sa-berapa ramai yang boleh.

B: * * *

A: Siapa guru besar Sekolah Melayu dan Sekolah Inggeris itu?

B: * * *

A: Kita berhenti dahulu di-sini, kerana masa makan 'dah sampai. Lepas tengah hari sekarang kita sambong lagi.

A: * * *

B: Siapa? Saya?

A: * * *

B: Saya sudah belajar di-Sekolah Melayu dan di-Sekolah Inggeris.

A: * * *

B: Dalam tahun sa-ribu sembilan ratus tiga puloh enam, pada masa saya berumor enam tahun, saya mula masok belajar ka-Sekolah Melayu.

A: * * *

B: Di-Sekolah Melayu saya belajar sa-lama empat tahun, sampai saya berumor sa-puloh tahun. Lepas itu saya masok ka-Sekolah Inggeris dan belajar di-situ sa-lama lapan tahun.

A: * * *

B: Pelajaran biasa-lah, saperti kira-kira, menulis, membacha, ilmu alam, tawarikh, bahasa, nahu dan lain-lain saperti biasa.

A: * * *

B: Oh, guru saya ramai. Enche' hendak tahu nama-nama mereka itu?

A: * * *

B: Ada sa-orang guru saya itu bernama Saifuddin, sa-orang lagi Makhzan, sa-orang lagi Nasir, nanti sa-kejap saya ingat-ingat. Dan lagi Adnan, John Tan, Betsy.

A: * * *

B: Guru Besar Sekolah Melayu itu Enche' Hashim, dan Guru Besar Sekolah Inggeris Joseph Pareira. Guru Besar Joseph Preira itu kami gelarkan "Pak Gemok'

kerana badan-nya gemok sangat.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Ahmad mula masok belajar ka-Sekolah Melayu pada masa ia berumor berapa tahun?
   a. Tujoh tahun.
   b. Sembilan tahun.
   c. Enam tahun.
   d. * * *

2. Lepas dari Sekolah Melayu, Ahmad masok ka-sekolah apa?
   a. Masok ka-Sekolah China.
   b. Masok ka-Sekolah Inggeris.
   c. Masok ka-Sekolah Ugama.
   d. * * *

3. Berapa lama Ahmad belajar di-Sekolah Inggeris itu?
   a. Sembilan tahun.
   b. Lapan tahun.
   c. Sa-puloh tahun.
   d. * * *

4. Siapa nama Guru Besar Sekolah Melayu tempat Ahmad belajar itu?
   a. Enche' Hashim.
   b. Enche' Makhzan.
   c. Enche' Nasir.
   d. * * *

5. Siapa nama Guru Besar Sekolah Inggeris tempat Ahmad belajar itu?
   a. Enche' Adnan.
   b. Enche' John Tan.
   c. Enche' Joseph Pareira.
   d. * * *

EDUCATION

A: Now we'll continue about your education.

B: All right. Please do.

A: While you were attending school, did you take part in any other activities? Say, sports, or things like that?

B: You mean activities in school?

A: Yes.

B: No, because in our school, other than studies, there were no organized activities.

A: All right. What about outside school?

B: Oh, that, of course. We often played the games played at that time, like marbles and all that. Sometimes we played football, too, but not in an organized manner.

A: Did you have any military courses, or any military training in school?

Lesson 6

BERSEKOLAH
BAHAGIAN KEDUA

---

1. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Sekarang kita sambong lagi berkenaan dengan persekolahan enche'.

B: Baik-lah. Silakan.

A: Pada masa enche' bersekolah dahulu, ada-kah enche' mengambil bahagian dalam apa-apa pergerakan lain? Kata-lah saperti pergerakan sukan atau lain-lain.

B: Maksud enche' pergerakan dalam sekolah?

A: Ya.

B: 'Tak ada, kerana dalam sekolah kami itu, sa-lain daripada belajar, 'tak di-buat apa-apa pergerakan yang terator betul-betul.

A: Baik-lah. Bagaimana pula di-luar sekolah?

B: Oh, di-luar sekolah tentu-lah ada. Kami selalu bermain permainan yang biasa di-mainkan masa itu, saperti bermain guli, dan lain-lain jenis itu. Kadang-kadang ada juga kami main bola sepak, tetapi tidak-lah dengan chara terator betul-betul.

A: Ada-kah pernah enche' masok dalam kursus ketenteraan atau sa-barang latehan tentera

B: No. It wasn't like today. There wasn't any military training at school.

A: What did you do besides study?

B: Usually I'd play, or go around with friends. Sometimes we used to sneak into a movie. Many things like that.

A: Didn't you work?

B: When I was thirteen or fourteen years old, I started helping my father a little in his shop. Sometimes, when my father was sick, I had to stay in the shop the whole day.

A: Did your father pay you for that?

B: Of course not. Why should he pay me?

A: When you were in school, what was your favorite subject?

B: Let me be frank with you. I didn't have any favorite subject.

A: All right. That will do for this time.

di-sekolah?

B: 'Tak ada. Bukan macham sekarang ini. Pada masa itu 'tak ada satu apa pun latehan tentera di-sekolah.

A: Apa enche' buat lain daripada belajar?

B: Biasa-nya bermain-lah, atau pergi keluar merayau dengan kawan-kawan. Kadang-kadang menyelit-nyelit masok melihat wayang gambar, macham-macham-lah lagi.

A: 'Tak ada-kah enche' membuat apa-apa kerja?

B: Apabila saya berumor tiga-belas atau empat-belas tahun, mula-lah saya menolong ayah saya sadikit-sadikit bekerja di-kedai-nya. Kadang-kadang apabila ayah sakit, kena-lah saya menjaga kedai itu sa-panjang hari.

A: Ada-kah ayah enche' membayar apa-apa upah kapada enche' kerana kerja itu?

B: Tentu-lah 'tak ada. Apa pula fasal-nya dia mesti memberi upah kapada saya?

A: Pada masa enche' bersekolah, apa mata pelajaran yang enche' gemari sangat?

B: Biar-lah saya berkata terus-terang. 'Tak ada satu pun mata pelajaran yang saya gemari sangat.

A: Baik-lah. Chukup-lah untok kali ini.

---

1. towed
   Are your guns towed?

2. self-propelled
   No, they're self-propelled.

3. fire mission
   How do you request a fire mission from your battery?

4. to fire
   I call them on the phone and tell them I want to fire.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Field Artillery, continued

1. di-tunda
   Ada-kah meriam-meriam awak itu di-tunda?

2. bergerak sendiri ka-hadapan
   Tidak, meriam-meriam itu bergerak sendiri ka-hadapan.

3. tembakan di-lakukan
   Bagaimana-kah awak meminta sa-suatu tembakan di-lakukan daripada pasokan meriam itu?

4. menembak
   Saya panggil mereka dengan talipon dan saya ka-takan kapada mereka saya mahu menembak.

5. aerial observer
   What is an aerial observer?

6. enemy territory
   He is an observer who flies over enemy territory in a light airplane.

7. battery commander
   Do you have a good battery commander?

8. artillery school
   One of the best. He went to artillery school and knows his business.

9. to coordinate fire
   How do you coordinate your fire with the infantry?

10. colored smoke signals
    We use colored smoke signals during the day.

11. on patrol
    How do you contact the infantry when you are on patrol?

12. command post
    They supply a radio which makes contact with their command post.

5. pemerhati dari udara
   Apa-kah pemerhati dari udara itu?

6. daerah musoh
   Dia ia-lah sa-orang pemerhati yang terbang dengan sa-buah kapal-terbang kechil di-atas daerah musoh.

7. pemerentah pasokan meriam
   Ada-kah awak mempunyai sa-orang pemerentah pasokan meriam yang baik?

8. sekolah tentera meriam
   Sa-orang daripada yang baik sa-kali. Dia telah belajar di-sekolah tentera meriam dan dia tahu kerja-nya.

9. menyamakan tembakan
   Bagaimana-kah awak menyamakan tembakan awak dengan tembakan 'askar berjalan-kaki?

10. alamat asap berwarna
    Pada siang hari kami gunakan alamat asap berwarna.

11. dalam meronda
    Bagaimana awak berhubong dengan 'askar berjalan-kaki apabila awak dalam meronda?

12. tempat memerentah
    Mereka beri sa-buah radio dan dengan itu dapat-lah saya membuat perhubongan dengan tempat memerentah.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Sekarang kita sambong lagi berkenaan dengan persekolahan enche'.

B: * * *

A: Pada masa enche' bersekolah dahulu, ada-kah enche' mengambil bahagian dalam apa-apa pergerakan lain? Kata-lah saperti pergerakan sukan atau lain-lain.

B: * * *

A: Ya.

B: * * *

A: Baik-lah. Bagaimana pula di-luar sekolah?

B: * * *

A: Ada-kah pernah enche' masok dalam kursus ketenteraan atau sa-barang latehan tentera di-sekolah?

B: * * *

A: Apa enche' buat lain daripada belajar?

B: * * *

A: 'Tak ada-kah enche' membuat apa-apa kerja?

B: * * *

A: Ada-kah ayah enche' membayar apa-apa upah dapada enche' kerana kerja itu?

B: * * *

A: Pada masa enche' bersekolah, apa mata pelajaran yang enche' gemari sangat?

B: * * *

A: Baik-lah. Chukup-lah untok kali ini.

A: * * *

B: Baik-lah. Silakan.

A: * * *

B: Maksud enche' pergerakan dalam sekolah?

A: * * *

B: 'Tak ada, kerana dalam sekolah kami itu, sa-lain daripada belajar, 'tak di-buat apa-apa pergerakan yang terator betul-betul.

A: * * *

B: Oh, di-luar sekolah tentu-lah ada. Kami selalu bermain permainan yang biasa di-mainkan masa itu, saperti bermain guli, dan lain-lain jenis itu. Kadang-kadang ada juga kami main bola sepak,

tetapi tidak-lah dengan chara terator betul-betul.

A: * * *

B: 'Tak ada. Bukan macham sekarang ini. Pada masa itu 'tak ada satu apa pun latehan tentera di-sekolah.

A: * * *

B: Biasa-nya bermain-lah, atau pergi keluar merayau dengan kawan-kawan. Kadang-kadang menyelit-nyelit masok melihat wayang gambar, macham-macham-lah lagi.

A: * * *

B: Apabila saya berumor tiga-belas atau empat-belas tahun, mula-lah saya menolong ayah saya sadikit-sadikit bekerja di-kedai-nya. Kadang-kadang apabila ayah sakit, kena-lah saya menjaga kedai itu sa-panjang hari.

A: * * *

B: Tentu-lah 'tak ada. Apa pula fasal-nya dia mesti memberi upah kapada saya?

A: * * *

B: Biar-lah saya berkata terus-terang. 'Tak ada satu pun mata pelajaran yang saya gemari sangat.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Apa dia dua jenis permainan yang selalu Ahmad bermain pada masa di-luar sekolah?
   a. Main layang-layang dan main kejar-kejar.
   b. Main sampan-sampan dan main tutup-mata.
   c. Main guli dan main bola sepak.
   d. * * *

2. Apabila Ahmad berumor tiga belas atau empat belas tahun, ia telah menolong ayah-nya bekerja di-mana?
   a. Di-rumah-nya.
   b. Di-kedai-nya.
   c. Di-lombong-nya.
   d. * * *

3. Ada-kah ayah Ahmad membayar upah kapada Ahmad kerana Ahmad bekerja menolong ayah-nya itu?
   a. Ada membayar upah.
   b. 'Tak ada membayar upah.
   c. Kadang-kadang membayar upah.
   d. * * *

4. Pada masa Ahmad bersekolah, apa-kah mata pelajaran yang sangat di-gemari-nya?
   a. Pelajaran Ilmu Alam.
   b. Pelajaran Ilmu Hisab.
   c. 'Tak ada apa-apa mata pelajaran.
   d. * * *

5. Ada-kah Ahmad pernah masok ka-dalam kursus ketenteraan?
   a. Ada.
   b. 'Tak ada.
   c. Ada sa-kali sahaja.
   d. * * *

EMPLOYMENT

A: Can you tell me about the various jobs you've held in the past?

B: What kind of job do you want to know about?

A: For instance, what kind of job did you have after you finished school?

B: After I left school I went right to work at my father's shop.

A: Can you describe the work you did there?

B: I helped him to do the work of the shop, for instance, delivering vegetables to the customers. After that I helped my father with his accounts.

A: How long did you work there?

B: Until 1950.

A: When did you start working at your father's shop?

B: As soon as I finished school, as I told you just now, in 1948.

Lesson 7

BEKERJA
BAHAGIAN PERTAMA

I. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Boleh-kah enche' beri tahu saya kerja-kerja yang telah enche' buat sa-lama ini?

B: Kerja macham mana yang enche' hendak tahu itu?

A: Mithal-nya, apa kerja yang telah enche' buat sa-telah enche' lulus daripada sekolah?

B: Sa-telah lulus daripada sekolah, saya terus bekerja di-kedai ayah saya.

A: Boleh-kah enche' cheritakan apa kerja yang enche' buat di-situ?

B: Saya menolong ayah saya membuat kerja-kerja di-kedai itu. Mithal-nya mengantarkan sayor-sayor ka-rumah pelanggan-pelanggan kedai itu. Kemudian saya tolong ayah saya menguruskan buku kira-kira wang-nya.

A: Berapa lama enche' bekerja di-situ?

B: Sampai-lah tahun sa-ribu sembilan ratus lima puloh.

A: Bila enche' mula bekerja di-kedai ayah enche' itu?

B: Sa-lepas saya lulus daripada sekolah, saperti kata

A: Where was your father's shop then?

B: On Pisang Street.

A: Was that the only place where you worked from 1948 to 1950?

B: Yes.

A: And where did you work after 1950?

B: From 1951 to 1953 I worked as a clerk at the City Office.

A: Why until 1953 only? What work did you do after that?

B: I worked in the City Office, but at a different job.

A: What was the job?

B: As Hawkers Inspector for the city.

A: Other than that job, was there any other job you had?

B: Officially, none.

A: All right. Next time we can continue.

saya tadi, tahun sa-ribu sembilan ratus empat puloh lapan.

A: Di-mana dudok-nya kedai ayah enche' itu?

B: Di-Jalan Pisang.

A: Di-situ sahaja-kah enche' bekerja dari tahun sa-ribu sembilan ratus empat puloh lapan, sampai tahun sa-ribu sembilan ratus lima puloh?

B: Ya.

A: Di-mana pula enche' bekerja lepas tahun sa-ribu sembilan ratus lima puloh?

B: Dari tahun sa-ribu sembilan ratus lima puloh satu, sampai tahun sa-ribu sembilan ratus lima puloh tiga, saya bekerja jadi kerani di-Pejabat Bandar-raya.

A: Mengapa sampai tahun sa-ribu sembilan ratus lima puloh tiga sahaja? Lepas itu enche' bekerja apa pula?

B: Bekerja dalam Pejabat Bandar-raya juga, tetapi kerja lain.

A: Kerja apa pula?

B: Jadi Pemereksa Penjaja-Penjaja dalam bandar-raya.

A: Lain daripada kerja itu, ada-kah apa-apa kerja lain yang enche' buat?

B: Sa-chara rasmi-nya, 'tak ada-lah.

A: Baik-lah. Lain kali boleh kita sambong berchakap lagi.

1. listening posts

   Do you have any positions such as listening posts on the west side of the river?

2. ambush-posts

   We have a few ambush-posts.

3. outposts

   What outposts does the 67th have along this boundary?

4. knoll

   There's a strong point about 50 meters from this river on a small knoll.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Liaison Officer

1. tempat mendengar
   Ada-kah awak sa-barang tempat saperti tempat mendengar di-sa-belah barat sungai itu?

2. tempat serang-hendap
   Kami ada beberapa buah tempat serang hendap.

3. tempat berkawal
   Bagaimana keadaan tempat berkawal yang di-punyai oleh pasokan enam puloh tujoh di-sa-panjang sempadan ini?

4. changkat
   Ada suatu tempat yang kuat di-atas sa-buah changkat lebeh kurang lima puloh meter jauh-nya

5. boundary
   W[illegible] is the boundary between these two companies?

6. valley
   I'm not sure, but I think it's in the valley, to the north.

7. to provide security
   What other units provide security for the village?

8. self-propelled guns
   All I know is that there are some 75 mm self-propelled guns.

9. battalion command post
   Exactly where is the Battalion Command Post located?

10. regimental liaison officer
    I was told by the Regimental Liaison Officer that it's in a large farm house.

11. personnel officer
    Who is the Personnel Officer of the regiment?

12. strict disciplinarian
    He's a strict disciplinarian respected by the officers and men of the regiment.

daripada sungai ini.

5. sempadan
Di-mana-kah sempadan di-antara dua buah kompeni ini?

6. lembahan
Saya tidak pasti, tetapi saya fikir dalam lembahan itu, ka-sa-belah utara.

7. menjaga keselamatan
Ada-kah pasokan-pasokan lain yang menjaga keselamatan bagi kampong itu?

8. meriam bergerak sendiri ka-hadapan
Sa-banyak yang saya tahu ada beberapa buah meriam bergerak sendiri ka-hadapan jenis tujoh puloh lima milimeter.

9. tempat memerentah batalion
Di-mana dudok-nya yang betul Tempat Memerentah Batalion itu?

10. pegawai perantaraan pasokan 'askar
Saya telah di-beri tahu oleh Pegawai Perantaraan Pasokan 'Askar bahawa itu ada di-dalam sa-buah rumah ladang yang besar.

11. pegawai penjawat
Siapa-kah Pegawai Penjawat bagi pasokan 'askar itu?

12. keras pengawalan
Dia sa-orang yang keras pengawalan, di-hormati oleh pegawai-pegawai dan orang-orang dalam pasokan 'askar.

V. *Interrogation for Review*

See ins ons for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Boleh-kah enche' beri tahu saya kerja-kerja yang telah enche' buat sa-lama ini?

B: * * *

A: Mithal-nya, apa kerja yang telah enche' buat sa-telah enche' lulus daripada sekolah?

B: * * *

A: Boleh-kah enche' cheritakan apa kerja yang enche' buat di-situ?

B: * * *

A: Berapa lama enche' bekerja di-situ?

B: * * *

A: Bila enche' mula bekerja di-kedai ayah enche' itu?

B: * * *

A: Di-mana dudok-nya kedai ayah enche' itu?

B: * * *

A: Di-situ sahaja-kah enche' bekerja dari tahun sa-ribu sembilan ratus empat puloh lapan, sampai tahun sa-ribu sembilan ratus lima puloh?

B: * * *

A: Di-mana pula enche' bekerja lepas tahun sa-ribu sembilan ratus lima puloh?

B: * * *

A: Mengapa sampai tahun sa-ribu sembilan ratus lima puloh tiga sahaja? Lepas itu enche' bekerja apa pula?

B: * * *

A: Kerja apa pula?

B: * * *

A: Lain daripada kerja itu, ada-kah apa-apa kerja lain yang enche' buat?

B: * * *

A: Baik-lah. Lain kali boleh kita sambong berchakap lagi.

A: * * *

B: Kerja macham mana yang enche' hendak tahu itu?

A: * * *

B: Sa-telah lulus daripada sekolah, saya terus bekerja di-kedai ayah saya.

A: * * *

B: Saya menolong ayah saya membuat kerja-kerja di-kedai itu. Mithal-nya mengantarkan sayor-sayor ka-rumah pelanggan-pelanggan kedai itu. Kemudian saya tolong ayah saya menguruskan buku kira-kira wang-nya.

A: * * *

B: Sampai-lah tahun sa-ribu sembilan ratus lima puloh.

A: * * *

B: Sa-lepas saya lulus daripada sekolah, saperti kata saya tadi, tahun sa-ribu sembilan ratus empat puloh lapan.

A: * * *

B: Di-Jalan Pisang.

A: * * *

B: Ya.

A: * * *

B: Dari tahun sa-ribu sembilan ratus lima puloh satu, sampai tahun sa-ribu sembilan ratus lima puloh tiga, saya bekerja jadi kerani di-Pejabat Bandar-raya.

A: * * *

B: Bekerja dalam Pejabat Bandar-raya juga, tetapi kerja lain.

A: * * *

B: Jadi Pemereksa Penjaja-Penjaja dalam bandar-raya.

A: * * *

B: Sa-chara rasmi-nya, 'tak ada-lah.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Pada tahun berapa-kah Ahmad mula bekerja di-kedai ayah-nya sa-telah ia lulus daripada sekolah?
   a. Tahun sa-ribu sembilan ratus lima puloh.
   b. Tahun sa-ribu sembilan ratus empat puloh lapan.
   c. Tahun sa-ribu sembilan ratus empat puloh tujoh.
   d. * * *

2. Di-jalan apa nama-nya kedai ayah Ahmad itu?
   a. Jalan Arab.
   b. Jalan Pantai.
   c. Jalan Pisang.
   d. * * *

3. Jadi apa dan di-pejabat apa Ahmad bekerja dari

tahun sa-ribu sembilan ratus lima puloh satu sampai tahun sa-ribu sembilan ratus lima puloh tiga?

a. Jadi penjual setem di-pejabat pos.
b. Jadi penolong kerani di-pejabat tanaman.
c. Jadi kerani di-pejabat bandar-raya.
d. * * *

4. Lepas tahun sa-ribu sembilan ratus lima puloh tiga, Ahmad bekerja jadi apa?

a. Jadi pemereksa penjaja-penjaja.
b. Jadi pemereksa tali-ayer.
c. Jadi pemereksa pasar-ikan.
d. * * *

5. Lain daripada bekerja jadi pemereksa penjaja-penjaja itu, sa-chara rasmi, ada-kah Ahmad membuat kerja lain?

a. Sa-chara rasmi, ada Ahmad membuat kerja lain.
b. Sa-chara rasmi, 'tak ada Ahmad membuat kerja lain.
c. Sa-chara rasmi, boleh juga Ahmad membuat kerja lain.
d. * * *

EMPLOYMENT

A: While you were working at your father's shop, who were your co-workers?

B: At my father's shop?

A: Yes.

B: The workers at the shop were my father and two other employees. Sometimes my mother also came to help.

A: Did you become friendly with those employees?

B: Not particularly.

A: Do you remember their names and their addresses?

B: One was called Daud. The other might have been . . .

A: Yes, who was the other one?

B: Osman. He was a good friend of my elder brother. I haven't seen him for years. Before, he lived at 24 Flower Street.

Lesson 8

BEKERJA
BAHAGIAN KEDUA

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1. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Pada masa enche' bekerja di-kedai ayah enche' itu, siapa-siapa kawan sa-kerja enche' di-situ?

B: Di-kedai ayah saya itu?

A: Ya.

B: Orang-orang yang bekerja di-kedai itu, ayah saya serta dua orang lain yang di-gaji. Kadang-kadang emak saya pun datang juga menolong.

A: Berkawan baik-kah enche' dengan orang-orang gaji itu?

B: Berbaik sangat tidak-lah.

A: Ada-kah enche' ingat nama-nama dan alamat mereka?

B: Sa-orang nama-nya Daud. Sa-orang lagi nama-nya, boleh jadi . . .

A: Ya, sa-orang lagi siapa?

B: Osman. Dia kawan baik abang saya. Sudah bertahun-tahun lama-nya saya 'tak pernah berjumpa dia. Dahulu dia tinggal di-rumah nombor dua puloh empat, Jalan Bunga.

A: What did you used to do outside working hours?

B: Often I used to go to the movies. When I grew up a little, I started sitting in the coffee shops with the other boys, but that only sometimes. Once or twice a year I used to take trips to the Federation of Malaya with my friend.

A: Who was your friend?

B: Abdullah was his name. He's my good friend to this day.

A: Where does he live?

B: At 30 Paya Lebar Street.

A: Who were the clerks working with you who are still in the City Office?

B: Oh, many. Actually, all the clerks there are my friends.

A: But who are the most intimate ones?

B: Intimate ones? Mm, Husain and Adnan.

A: What are their full names and their addresses?

B: Husain bin Saleh, 25 Geylang Serai. Adnan bin Isa, 35 Hertford Street.

A: I see. So, regarding your employment, that's enough.

A: Apa pekerjaan yang biasa enche' buat di-luar daripada waktu bekerja?

B: Selalu juga saya pergi melihat wayang gambar. Apabila saya sudah besar sadikit, mula-lah saya dudok-dudok di-kedai kopi dengan budak-budak lain. Tetapi itu kadang-kadang sahaja. Sa-kali dua dalam sa-tahun, ada juga saya pergi ka-Persekutuan Tanah Melayu dengan kawan saya.

A: Siapa kawan enche' itu?

B: Abdullah nama-nya. Sampai sekarang pun dia-lah kawan baik saya.

A: Di-mana dia tinggal?

B: Di-rumah nombor tiga puloh, Jalan Paya Lebar.

A: Siapa-siapa dia kerani-kerani yang sama bekerja dengan enche', yang ada lagi di-Pejabat Bandar-raya itu?

B: Oh, ramai. Sa-benar-nya, semua kerani-kerani di-situ kawan saya.

A: Tetapi, kawan-kawan yang karib, siapa?

B: Yang karib? Mm, Husain dan Adnan.

A: Apa nama mereka yang penoh, dan alamat mereka?

B: Husain bin Saleh, nombor dua puloh lima, Geylang Serai. Adnan bin Isa, tiga puloh lima, Jalan Hertford.

A: Oh, bagitu. Jadi, berkenaan dengan kerja-kerja enche', chukup-lah itu.

1. promotions
   How are promotions in the regiments?

2. complaints
   I haven't heard any complaints.

3. prominent features
   What prominent features are near your command post?

4. elevation
   A fairly large hill, called Hill 170 because that's its elevation.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Liaison Officer, continued

1. naik pangkat
   Bagaimana-kah chara naik pangkat dalam pasokan 'askar itu?

2. pengaduan
   Saya 'tak ada mendengar sa-barang pengaduan.

3. benda yang nampak terang
   Apa dia benda yang nampak terang hampir dengan pusat tempat memerentah awak?

4. tinggi-nya
   Ada sa-buah yang agak besar, di-panggilkan Bukit Sa-ratus Tujoh Puloh, ia-itu kerana tinggi-nya.

5. terrain features
   What terrain features are evident in that area?

6. camouflage
   Nothing. The camouflage is excellent.

7. frontage
   What is the frontage of this position?

8. to be strung out
   I don't know. It is too strung out.

9. installations
   What installations are in the city?

10. division headquarters
    Frankly, the only one I know of is Division Headquarters.

11. chief of staff
    Who is Chief of Staff of the Division?

12. staff officer
    That's Colonel Morgan, and I understand he's an excellent staff officer.

5. potongan tanah
   Ada-kah apa-apa potongan tanah yang boleh nampak terang dalam kawasan itu?

6. samaran
   'Tak ada satu pun. Samaran sangat bagus.

7. kawasan tempat 'askar
   Bagaimana-kah keadaan kawasan tempat 'askar disini?

8. di-pasang dawai
   Saya 'tak tahu. Banyak sangat di-pasang dawai.

9. di-dirikan
   Apa yang ada di-dirikan dalam bandar-raya?

10. Markas Ketumbokan
    Sa-benar-nya, satu sahaja yang saya tahu ia-itu Markas Ketumbokan.

11. Ketua Pegawai Turus
    Siapa Ketua Pegawai Turus Ketumbokan itu?

12. pegawai turus
    Ia-itu Kolonel Morgan, dan saya tahu dia ia-lah sa-orang pegawai turus yang terbaik.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Pada masa enche' bekerja di-kedai ayah enche' itu, siapa-siapa kawan sa-kerja enche' di-situ?

B: * * *

A: Ya.

B: * * *

A: Berkawan baik-kah enche' dengan orang-orang gaji itu?

B: * * *

A: Ada-kah enche' ingat nama-nama dan alamat mereka?

B: * * *

A: Ya, sa-orang lagi siapa?

B: * * *

A: Apa pekerjaan yang biasa enche' buat di-luar dari-pada waktu bekerja?

B: * * *

A: Siapa kawan enche' itu?

B: * * *

A: Di-mana dia tinggal?

B: * * *

A: Siapa-siapa dia kerani-kerani yang sama bekerja

dengan enche', yang ada lagi di-Pejabat Bandar-raya itu?

B: * * *

A: Tetapi, kawan-kawan yang karib, siapa?

B: * * *

A: Apa nama mereka yang penoh, dan alamat mereka?

B: * * *

A: Oh, bagitu. Jadi, berkenaan dengan kerja-kerja enche', chukup-lah itu.

A: * * *

B: Di-kedai ayah saya itu?

A: * * *

B: Orang-orang yang bekerja di-kedai itu, ayah saya serta dua orang lain yang di-gaji. Kadang-kadang emak saya pun datang juga menolong.

A: * * *

B: Berbaik sangat tidak-lah.

A: * * *

B: Sa-orang nama-nya Daud. Sa-orang lagi nama-nya, boleh jadi . . .

A: * * *

B: Osman. Dia kawan baik abang saya. Sudah bertahun-

tahun lama-nya saya 'tak pernah berjumpa dia. Dahulu dia tinggal di-rumah nombor dua puloh empat, Jalan Bunga.

A: * * *

B: Selalu juga saya pergi melihat wayang gambar. Apabila saya sudah besar sadikit, mula-lah saya dudok-dudok di-kedai kopi dengan budak-budak lain. Tetapi itu kadang-kadang sahaja. Sa-kali dua dalam sa-tahun, ada juga saya pergi ka-Persekutuan Tanah Melayu dengan kawan saya.

A: * * *

B: Abdullah nama-nya. Sampai sekarang pun dia-lah kawan baik saya.

A: * * *

B: Di-rumah nombor tiga puloh, Jalan Paya Lebar.

A: * * *

B: Oh, ramai. Sa-benar-nya, semua kerani-kerani di-situ kawan saya.

A: * * *

B: Yang karib? Mm, Husain dan Adnan.

A: * * *

B: Husain bin Saleh, nombor dua puloh lima, Geylang Serai. Adnan bin Isa, tiga puloh lima, Jalan Hertford.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Pada masa Ahmad bekerja di-kedai ayah-nya, ada-kah emak-nya datang menolong bekerja?
   a. Emak-nya kadang-kadang datang menolong bekerja.
   b. Emak-nya selalu datang menolong bekerja.
   c. Emak-nya tiada datang menolong bekerja.
   d. * * *

2. Ada dua orang lain yang di-gaji di-kedai ayah Ahmad itu. Siapa-siapa nama orang itu?
   a. Sa-orang bernama Kasim, dan sa-orang lagi bernama Muhammad.
   b. Sa-orang bernama Daud, dan sa-orang lagi bernama Osman.
   c. Sa-orang bernama Abdul Mutalib, dan sa-orang lagi bernama Musa.
   d. * * *

3. Osman itu tinggal di-rumah nombor berapa, dan jalan apa?
   a. Di-rumah nombor dua puloh empat, Jalan Bunga.
   b. Di-rumah nombor dua puloh empat, Jalan Jumat.
   c. Di-rumah nombor empat puloh, Jalan Arab.
   d. * * *

4. Sa-kali dua dalam sa-tahun, ada juga Ahmad pergi ka-mana?
   a. Ka-Persekutuan Tanah Melayu.
   b. Ka-Singapura.
   c. Ka-Indonesia.
   d. * * *

5. Husain dan Adnan, kawan baik Ahmad itu, apa nama penoh mereka?
   a. Husain bin Ahmad; Adnan bin Musa.
   b. Husain bin Sulaiman; Adnan bin Daud.
   c. Husain bin Saleh; Adnan bin Isa.
   d. * * *

VOLUNTEER RESERVE

A: Now I'm going to ask if you had any service in the army. Have you ever been a soldier?

B: As a real soldier, in a regiment, no. But as a volunteer, yes.

A: Where and when did you first become a volunteer?

B: In Singapore, in 1953.

A: What was the name of your volunteer force?

B: Singapore Volunteer Force.

A: Are you still a volunteer now?

B: Yes, still.

A: How many times a week do you drill, and on what day?

B: Once a week, on Wednesday.

A: What is your rank, now, in the volunteer force?

Lesson 9

JADI BOLANTIRA
BAHAGIAN PERTAMA

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1. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Sekarang saya hendak bertanya, kalau-kalau ada enche' membuat apa-apa kerja berkenaan dengan ketenteraan. Ada-kah pernah enche' jadi 'askar?

B: Jadi 'askar betul, jadi rejimen 'tak ada. Tetapi jadi 'askar bolantira ada.

A: Di-mana dan bila enche' mula jadi bolantira?

B: Di-Singapura ini, mulai tahun sa-ribu sembilan ratus lima puloh tiga.

A: Apa nama pasokan bolantira enche' itu?

B: Pasokan Bolantira Singapura.

A: Sampai sekarang enche' maseh jadi bolantira lagi?

B: Ya, sampai sekarang.

A: Berapa kali dalam sa-minggu enche' kawad dan hari apa?

B: Sa-minggu sa-kali kawad, pada hari Rabu.

A: Apa pangkat enche' sekarang dalam pasokan bolantira itu?

B: I'm now a sergeant.

A: Are you in charge of a platoon? If so, what is your platoon number?

B: Yes, I'm in charge of a platoon, platoon number seven.

A: How many are there in your platoon? And where is the training?

B: There is training once a week. Drill once a week, near the Volunteer Club. Sometimes shooting practice with rifle and pistol. The place of the shooting practice is at the Tanglin Range.

A: Who is your platoon commander?

B: Mr. Yong.

A: What's his rank?

B: He's a captain. He's the man who commands my platoon.

A: How old is Captain Yong?

B: About forty years.

A: Is there anybody else with rank in your platoon?

B: There's a man named Mr. Akbar. He's a second lieutenant. The others are four corporals and three lance-corporals.

A: All right. Thank you. Next time we'll continue.

B: Sekarang pangkat saya sarjan.

A: Ada-kah enche' memegang platoon? Kalau ada platoon nombor berapa?

B: Ya, sekarang saya ada memegang satu platoon, platoon nombor tujoh.

A: Berapa ramai-nya ahli-ahli dalam platoon yang enche' pegang itu? Dan di-mana berlateh?

B: Ada latehan, sa-minggu sa-kali. Latehan kawad sa-minggu sa-kali, dekat Kelab Bolantira itu juga. Kadang-kadang berlateh menembak dengan senapang dan pistol. Berlateh menembak ini, tempat-nya, di-tempat sasaran menembak di-Tanglin.

A: Siapa pemerentah platoon enche' itu?

B: Enche' Yong.

A: Apa pangkat-nya?

B: Pangkat-nya kaptan. Dia-lah yang memberi apa-apa perentah bagi platoon saya itu.

A: Berapa umor-nya Kaptan Yong itu?

B: Lebeh kurang empat puloh tahun.

A: Ada siapa-siapa lagi yang berpangkat dalam platoon enche' itu?

B: Ada sa-orang bernama Enche' Akbar, pangkat-nya leftenan muda. Empat orang kopral dan tiga orang lans kopral.

A: Baik-lah, terima kaseh. Lain kali kita sambong lagi.

1. to command
   Who commands the 62nd Regiment?

2. real soldier
   Colonel Martin, who's a real soldier.

3. replacements
   Are replacements difficult to obtain?

4. vacancies
   Not especially. Vacancies are usually immediately filled by replacements.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Liaison Officer, continued

1. memerentah
   Siapa memerentah pasokan 'askar yang ke-enam puloh dua?

2. seldadu yang sa-benar-nya
   Kolonel Martin, sa-orang seldadu yang sa-benar-nya.

3. penggantian
   Ada-kah penggantian payah di-dapati?

4. yang kosong
   Tidak-lah bagitu sangat. Yang kosong biasa-nya segera di-penohi oleh pengganti-pengganti-nya.

5. battalion intelligence officer
   Is the battalion intelligence officer really a good one?

6. division intelligence
   He's considered outstanding and is supposed to go to Division Intelligence next week.

7. contact
   What contact have you had with the 30th Regiment?

8. situation map
   None. The only thing I know about this regiment is from the situation map.

9. "moved off the line"
   Why was this regiment "moved off the line?"

10. relieved
    I don't know. They were relieved the other night.

11. routed
    Is it true they were routed?

12. out of action
    Maybe. I heard that they're out of action.

5. pegawai perisekan batalion
   Ada-kah pegawai perisekan batalion itu sa-orang yang benar-benar bagus?

6. perisekan ketumbokan
   Dia telah di-timbangkan sa-orang yang terkenal dan di-jangka minggu hadapan ia akan bertukar ka-Perisekan Ketumbokan.

7. perhubongan
   Apa perhubongan yang telah awak buat dengan pasokan 'askar yang ke-tiga puloh?

8. peta kedudokan
   'Tak ada apa-apa. Perkara yang saya tahu daripada pasokan 'askar ini, hanya-lah daripada peta kedudokan.

9. "keluar daripada garisan penang"
   Mengapa pasokan 'askar ini "keluar daripada garisan penang"?

10. di-gantikan
    Saya 'tak tahu. Malam kemarin mereka telah di-gantikan.

11. di-halau keluar
    Betul-kah mereka itu telah di-halau keluar?

12. keluar daripada peperangan
    Boleh jadi. Saya dengar mereka keluar daripada peperangan.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Sekarang saya hendak bertanya, kalau-kalau ada enche' membuat apa-apa kerja berkenaan dengan ketenteraan. Ada-kah pernah enche' jadi 'askar?

B: * * *

A: Di-mana dan bila enche' mula jadi bolantira?

B: * * *

A: Apa nama pasokan bolantira enche' itu?

B: * * *

A: Sampai sekarang enche' maseh jadi bolantira lagi?

B: * * *

A: Berapa kali dalam sa-minggu enche' kawad dan hari apa?

B: * * *

A: Apa pangkat enche' sekarang dalam pasokan bolantira itu?

B: * * *

A: Ada-kah enche' memegang platoon? Kalau ada platoon nombor berapa?

B: * * *

A: Berapa ramai-nya ahli-ahli dalam platoon yang enche' pegang itu? Dan di-mana berlateh?

B: * * *

A: Siapa pemerentah platoon enche' itu?

B: * * *

A: Apa pangkat-nya?

B: * * *

A: Berapa umor-nya Kaptan Yong itu?

B: * * *

A: Ada siapa-siapa lagi yang berpangkat dalam platoon enche' itu?

B. * * *

A: Baik-lah, terima kaseh. Lain kali kita sambong lagi.

A: * * *

B: Jadi 'askar betul, jadi rejimen 'tak ada. Tetapi jadi 'askar bolantira ada.

A: * * *

B: Di-Singapura ini, mulai tahun sa-ribu sembilan ratus lima puloh tiga.

A: * * *

B: Pasokan Bolintara Singapura.

A: * * *

B: Ya, sampai sekarang.

A: * * *

B: Sa-minggu sa-kali kawad, pada hari Rabu.

A: * * *

B: Sekarang pangkat saya sarjan.

A: * * *

B: Ya, sekarang saya ada memegang satu platoon, platoon nombor tujoh.

A: * * *

B: Ada latehan, sa-minggu sa-kali. Latehan kawad sa-minggu sa-kali, dekat Kelab Bolantira itu juga. Kadang-kadang berlateh menembak dengan senapang dan pistol. Berlateh menembak ini, tempat-nya, di-tempat sasaran menembak di-Tanglin.

A: * * *

B: Enche' Yong.

A: * * *

B: Pangkat-nya kaptan. Dia-lah yang memberi apa-apa perentah bagi platoon saya itu.

A: * * *

B: Lebeh kurang empat puloh tahun.

A: * * *

B: Ada sa-orang bernama Enche' Akbar, pangkat-nya leftenan muda. Empat orang kopral dan tiga orang lans kopral.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Ahmad 'tak pernah jadi 'askar betul. Tetapi pernah jadi 'askar apa?
   a. Jadi 'askar tambahan.
   b. Jadi 'askar simpanan.
   c. Jadi 'askar bolantira.
   d. * * *

2. Apa nama pasokan bolantira itu?
   a. Pasokan Bolantira Laut.
   b. Pasokan Bolantira Persekutuan.
   c. Pasokan Bolantira Singapura.
   d. * * *

3. Ahmad kawad sa-minggu sa-kali. Pada hari apa?
   a. Pada hari Rabu.

b. Pada hari Ahad.
c. Pada hari Khamis.
d. * * *

4. Ahmad jadi sarjan memegang platoon nombor berapa?
   a. Memegang platoon nombor lapan.
   b. Memegang platoon nombor tujoh.
   c. Memegang platoon nombor satu.
   d. * * *

5. Ahli-ahli platoon nombor tujoh itu berlateh menembak di-tempat sasaran menembak di-mana?
   a. Di-tempat sasaran menembak di-Nee Soon.
   b. Di-tempat sasaran menembak di-Punggol.
   c. Di-tempat sasaran menembak di-Tanglin.
   d. * * *

VOLUNTEER RESERVE

A: I have some more questions to ask you today. May I?

B: Of course. Please go ahead.

A: Since you became a member of this Volunteer Force, have you ever attended a military course?

B: Yes.

A: A course for whom?

B: A course for members of the Singapore Volunteer Force.

A: Did all the members of the Singapore Volunteer Force attend that course?

B: No. The course was only for sergeants and corporals of the Singapore Volunteer Force.

A: What course was that?

B: A course on how to maintain a platoon and a section in a volunteer force.

Lesson 10

JADI BOLANTIRA
BAHAGIAN KEDUA

I. *Interrogation for Listening*

See Instructions for this section in Lesson 1, page 3.

A: Hari ini ada lagi saya 'nak bertanya kapada enche', boleh?

B: Boleh. Sila-lah tanya.

A: Sa-lama enche' jadi ahli bolantira dalam Pasokan Bolantira Singapura itu, ada-kah pernah enche' hadhir dalam satu-satu kursus fasal 'askar?

B: Ya, ada.

A: Kursus itu bagi siapa?

B: Kursus bagi ahli-ahli bolantira Singapura.

A: Semua ahli-ahli bolantira Singapura hadhir dalam kursus itu?

B: Tidak. Kursus itu hanya bagi orang-orang yang berpangkat sarjan dan kopral dalam Pasokan Bolantira Singapura.

A: Kursus apa itu?

B: Kursus fasal bagaimana chara-nya hendak menjaga satu-satu platoon dan seksen dalam pasokan bolantira.

A: How many sergeants and corporals attended that course?

B: There were fifteen men, five sergeants and ten corporals.

A: Where was the course held?

B: In the Singapore Volunteer Club Hall.

A: Who were the instructors in the course?

B: There were two officers, one a major and the other a sergeant-major.

A: How long did the course last?

B: About three weeks.

A: What else was taught in the course?

B: As I was telling you, how to maintain a platoon and a section in a volunteer force.

A: Yes, I remember you told me that, but can you tell me the things that were taught in the course?

B: Things like roll-calls for members of the section and platoon, cleaning uniforms, cleaning guns, how to salute superior officers, and many other things.

A: Who headed the course?

B: You are asking about the head instructor in the course?

A: No. The officer who headed all the courses, who was he?

A: Berapa orang semua-nya sarjan dan kopral yang hadhir dalam kursus itu?

B: Ada lima belas orang, ia-itu lima orang sarjan dan sa-puloh orang kopral.

A: Di-mana kursus itu di-adakan?

B: Dalam dewan Kelab Bolantira Singapura.

A: Siapa-siapa yang jadi pengajar dalam kursus itu?

B: Ada dua orang pegawai, sa-orang berpangkat major dan sa-orang lagi berpangkat sarjan-major.

A: Berapa lama kursus itu telah di-jalankan?

B: Sa-lama tiga minggu.

A: Apa-apa-kah yang telah di-ajarkan dalam kursus itu?

B: Saperti yang saya katakan tadi, chara menjaga platoon dan seksen dalam pasokan bolantira.

A: Ya, betul, enche' sudah katakan tadi. Tetapi dapat-kah enche' jelaskan lagi perkara-perkara yang telah di-ajarkan dalam kursus itu?

B: Fasal jadual kedatangan ahli-ahli seksen dan platoon, fasal membersehkan pakaian, fasal membersehkan senapang, atoran memberi hormat kapada pegawai-pegawai yang di-atas, dan banyak yang lain-lain lagi.

A: Siapa-kah yang mengetuakan kursus itu?

B: Enche' tanyakan Ketua Pengajar dalam kursus itu?

A: Bukan! Pegawai yang menjaga bagi semua kursus itu, siapa?

B: The head of the Singapore Volunteer Force, of course.

A: After you'd finished with the course, did you get a promotion?

B: No, I'm still a sergeant.

A: Did you get a diploma?

B: Yes, I did, a diploma stating that I attended the course. Would you like to see it?

A: Have you got it with you now?

B: Yes, I have it here with me.

A: Good. Let me have a look at it. I say, this is a good one. I think it would be worth taking care of.

B: Yes, sir. Thank you. I'm going to frame this diploma and hang it on the wall of my house.

A: Fine. We'll talk about this next time.

B: Tuan Pegawai Pemerentah Pasokan Bolantira Singapura ini-lah.

A: Sa-telah tamat kursus itu, ada-kah enche' di-beri apa-apa pangkat?

B: Tidak. Pangkat sarjan itu juga.

A: Ada-kah enche' dapat apa-apa Surat Sijil?

B: Ya, ada. Surat Sijil menyatakan saya telah hadhir dalam kursus itu. Enche' hendak tengok sijil itu?

A: Ada enche' bawa sijil itu bersama-sama enche' sekarang?

B: Ya. Ada saya bawa sama-sama sijil itu.

A: Baik. Chuba saya tengok sijil itu. Ha! Bagus juga nampak-nya sijil ini. Saya rasa elok enche' simpan baik-baik.

B: Baik, enche'. Terima kaseh. Saya akan simpan sijil ini dalam bingkai berchermin, dan di-gantongkan di-dinding rumah saya.

A: Baik-lah. Kita akan berchakap lagi fasal ini kemudian.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

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1. machine gun squad
   How many men are there in your machine gun squad?

2. enlisted men
   21 enlisted men and 1 officer.

3. to operate
   How are your machine guns operated?

4. belt-fed
   They are belt-fed.

5. side arms
   What side arms do you carry?

6. 45 caliber pistol
   We all carry a 45 caliber pistol, including the sergeant.

7. rounds of ammunition
   How many rounds of ammunition does the machine gun fire?

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Machine Gunner

1. pasokan meriam-jentera
   Berapa orang ada dalam pasokan meriam-jentera awak?

2. orang sudah berdaftar masok tentera
   Dua puloh satu orang sudah berdaftar masok tentera dan sa-orang pegawai.

3. menembakkan
   Bagaimana menembakkan meriam-jentera awak itu?

4. peluru berkerpai
   Pakai peluru berkerpai.

5. senjata pendua
   Apa senjata pendua yang awak pakai?

6. pistol empat puloh lima kaliber
   Kami semua termasok sarjan membawa sa-orang sa-buah pistol empat puloh lima kaliber.

7. butir peluru
   Berapa butir peluru boleh di-tembakkan oleh meriam-jentera itu?

8. gas-operated, air-cooled
   It's a gas-operated, air-cooled machine gun that fires 300-400 rounds per minute.

9. muzzle velocity
   What is its muzzle velocity?

10. overall length
    With an overall length of 46 inches, its muzzle velocity is 2620 feet per second.

11. tripod
    How much does the machine gun weigh, including the tripod?

12. repair
    About 90 lbs., but don't ask me about its repair. I just don't know.

8. di-jalankan oleh gas, ada udara penyejok
   Meriam-jentera yang di-jalankan oleh gas, ada udara penyejok boleh menembakkan tiga ratus sampai empat ratus butir peluru dalam satu minit.

9. kechepatan penembakan
   Berapa-kah kechepatan penembakan-nya?

10. jumlah panjang
    Jika jumlah panjang-nya empat puloh enam inchi, kechepatan penembakan-nya dua ribu enam ratus dua puloh kaki dalam satu sa'at.

11. kaki-tiga
    Berapa berat-nya meriam-jentera itu, termasok kaki-tiga-nya sa-kali?

12. membaiki
    Lebeh kurang sembilan puloh pound, tetapi jangan tanya saya fasal membaiki-nya. Saya 'tak tahu.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Hari ini ada lagi saya 'nak bertanya kapada enche', boleh?

B: * * *

A: Sa-lama enche' jadi ahli bolantira dalam Pasokan Bolantira Singapura itu, ada-kah pernah enche' hadhir dalam satu-satu kursus fasal 'askar?

B: * * *

A: Kursus itu bagi siapa?

B: * * *

A: Semua ahli-ahli bolantira Singapura hadhir dalam kursus itu?

B: * * *

A: Kursus apa itu?

B: * * *

A: Berapa orang semua-nya sarjan dan kopral yang hadhir dalam kursus itu?

B: * * *

A: Di-mana kursus itu di-adakan?

B: * * *

A: Siapa-siapa yang jadi pengajar dalam kursus itu?

B: * * *

A: Berapa lama kursus itu telah di-jalankan?

B: * * *

A: Apa-apa-kah yang telah di-ajarkan dalam kursus itu?

B: * * *

A: Ya, betul, enche' sudah katakan tadi. Tetapi dapat-kah enche' jelaskan lagi perkara-perkara yang telah di-ajarkan dalam kursus itu?

B: * * *

A: Siapa-kah yang mengetuakan kursus itu?

B: * * *

A: Bukan! Pegawai yang menjaga bagi semua kursus itu, siapa?

B: * * *

A: Sa-telah tamat kursus itu, ada-kah enche' di-beri apa-apa pangkat.

B: * * *

A: Ada-kah enche' dapat apa-apa Surat Sijil?

B: * * *

A: Ada enche' bawa sijil itu bersama-sama enche' sekarang?

B: * * *

A: Baik. Chuba saya tengok sijil itu. Ha! Bagus juga nampak-nya sijil ini. Saya rasa elok enche' simpan baik-baik.

B: * * *

A: Baik-lah. Kita akan berchakap lagi fasal ini kemudian.

A: * * *

B: Boleh. Sila-lah tanya.

A: * * *

B: Ya, ada.

A: * * *

B: Kursus bagi ahli-ahli bolantira Singapura.

A: * * *

B: Tidak. Kursus itu hanya bagi orang-orang yang berpangkat sarjan dan kopral dalam Pasokan Bolantira Singapura.

A: * * *

B: Kursus fasal bagaimana chara-nya hendak menjaga satu-satu platoon dan seksen dalam pasokan bolantira.

A: * * *

B: Ada lima belas orang, ia-itu lima orang sarjan dan sa-puloh orang kopral.

A: * * *

B: Dalam dewan Kelab Bolantira Singapura.

A: * * *

B: Ada dua orang pegawai, sa-orang berpangkat major dan sa-orang lagi berpangkat sarjan-major.

A: * * *

B: Sa-lama tiga minggu.

A: * * *

B: Saperti yang saya katakan tadi, chara menjaga platoon dan seksen dalam pasokan bolantira.

A: * * *

B: Fasal jadual kedatangan ahli-ahli seksen dan platoon, fasal membersehkan pakaian, fasal membersehkan senapang, atoran memberi hormat kapada pegawai-pegawai yang di-atas, dan banyak yang lain-lain lagi.

A: * * *

B: Enche' tanyakan Ketua Pengajar dalam kursus itu?

A: * * *

B: Tuan Pegawai Pemerentah Pasokan Bolantira Singapura ini-lah.

A: * * *

B: Tidak. Pangkat sarjan itu jaga.

A: * * *

B: Ya, ada. Surat Sijil menyatakan saya telah hadhir dalam kursus itu. Enche' hendak tengok sijil itu?

A: * * *

B: Ya. Ada saya bawa sama-sama sijil itu.

A: * * *

B: Baik, enche'. Terima kaseh. Saya akan simpan sijil ini dalam bingkai berchermin, dan di-gantong-kan di-dinding rumah saya.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Kursus 'askar yang di-hadhiri oleh Ahmad itu, bagi orang-orang yang berpangkat apa dalam Pasokan Bolantira Singapura?
   a. Orang-orang yang berpangkat kaptan dan major.
   b. Orang-orang yang berpangkat perebet dan lans-kopral.
   c. Orang-orang yang berpangkat sarjan dan kopral.
   d. * * *

2. Berapa orang sarjan dan berapa orang kopral yang hadhir dalam kursus itu?
   a. Lima orang sarjan, sa-puloh orang kopral.
   b. Sa-puloh orang sarjan, lima orang kopral.
   c. Tujoh orang sarjan, lapan orang kopral.
   d. * * *

3. Di-mana kursus itu di-adakan?
   a. Dalam dewan Kelab Orang-orang Inggeris di-Singapura.
   b. Dalam dewan Kelab Bolantira Singapura.
   c. Dalam dewan Majlis Undangan Singapura.
   d. * * *

4. Apa-apa pangkat dua orang pegawai yang jadi pengajar dalam kursus itu?
   a. Sa-orang berpangkat kaptan, dan sa-orang lagi berpangkat major.
   b. Sa-orang berpangkat major, dan sa-orang lagi berpangkat sarjan-major.
   c. Sa-orang berpangkat lans-kopral, dan sa-orang lagi berpangkat kopral.
   d. * * *

5. Berapa lama kursus itu di-jalankan?
   a. Sa-lama dua minggu.
   b. Sa-lama tiga minggu.
   c. Sa-lama sa-bulan.
   d. * * *

VOLUNTEER RESERVE

A: When you were a volunteer, did you have any maneuvers?

B: Yes, often.

A: How many times?

B: Oh, many times.

A: Where did you have your maneuvers?

B: At Changi Cape, in an area in Alexandra, at Nee Soon . . .

A: That's enough. Were they all in Singapore?

B: All those were in Singapore. But there were some in Johore.

A: Can you tell me about one of the maneuvers that you've participated in?

B: I can. Those at Changi Cape.

A: Why do you choose Changi Cape?

B: Because that was the latest of my maneuvers and the most

Lesson 11

JADI BOLANTIRA
BAHAGIAN KETIGA

I. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Pada masa enche' jadi bolantira, ada-kah enche' pernah menjalankan latehan perang-perangan?

B: Ya, pernah.

A: Ada berapa kali?

B: Oh, banyak kali.

A: Di-mana-mana tempat-nya enche' telah menjalankan latehan perang-perangan itu?

B: Di-Tanjong Changi, di-Kawasan Alexandra, di-Nee Soon . . .

A: Chukup-lah. Semua-nya itu di-Singapura?

B: Semua-nya itu di-Singapura. Oh, tetapi, ada sa-kali di-Johor.

A: Boleh-kah enche' chakapkan satu daripada latehan perang-perangan yang sudah enche' buat itu?

B: Boleh. Latehan perang-perangan di-Tanjong Changi.

A: Mengapa enche' pileh yang di-Tanjong Changi itu?

B: Kerana latehan perang-perangan di-Tanjong Changi

interesting.

A: Hm, I see. How many companies were there in the maneuver at Changi Cape?

B: Four companies: A, B, C and D. Companies A and B formed one side, using a red flag. Companies C and D formed the other, using a blue flag.

A: On which side was your platoon?

B: My platoon was on the side of A and B Companies, under the red flag.

A: Were you on the defending or attacking side during the maneuver?

B: Ours was the defending side.

A: Where was your platoon situated and what arms did you use?

B: My platoon was on the left side, and we used Bren guns and mortars.

A: What was the condition of your defending position?

B: My platoon was on the slope of a hill. In front was level ground, without a tree.

A: What was your defending position?

B: We dug three rows of trenches. One trench faced the front, the other two faced sideways.

A: What was the result of the maneuver?

itu-lah yang baharu sa-kali, dan yang seronok sa-kali.

A: Hm, bagitu. Berapa kompeni bolantira yang masok dalam latehan perang-perangan di-Tanjong Changi itu?

B: Empat kompeni: A, B, C, dan D. Kompeni A dan B jadi satu pehak, pakai bendera merah. Kompeni C dan D pehak yang lain, pakai bendera biru.

A: Platoon enche' masok pehak mana?

B: Platoon saya masok pehak Kompeni A dan B, bendera merah.

A: Dalam latehan perang-perangan itu pehak enche' jadi pehak yang bertahan atau pehak yang menyerang?

B: Pehak kami, jadi pehak yang bertahan.

A: Platoon enche' bertahan di-mana dan apa senjata-nya?

B: Platoon saya bertahan di-sa-belah kiri. Senjata kami senapang Bren dan meriam katak.

A: Bagaimana keadaan tempat platoon enche' bertahan itu?

B: Platoon saya di-lereng sa-buah bukit. Di-hadapan-nya tanah lapang, 'tak ada berpokok.

A: Bagaimana tempat bertahan itu enche' buat?

B: Tempat itu kami buat berparit, tiga baris. Satu baris mengadap ka-hadapan. Dua baris lagi mengadap ka-kiri dan ka-kanan.

A: Bagaimana kesudahan-nya latehan perang-perangan itu?

B: According to the officers, who acted as judges for the maneuver, the defending team was the winner.

A: Well, that's all. Thank you.

---

1. to capture

   You were <u>captured</u> by our patrol at 0800. What is your unit?

B: Mengikut kata pegawai-pegawai yang jadi pengadil-pengadil yang menghakimkan perang-perangan itu, menang pehak yang bertahan.

A: Jadi-lah had ini. Terima kaseh.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Medical Personnel

1. tangkap
   Awak telah kena tangkap oleh peronda kami pada pukul lapan pagi. Apa pasokan awak?

2. battalion medical aid station
   My unit is the Battalion Medical Aid Station.

3. medical supplies
   Where does the Battalion Aid Station draw its medical supplies?

4. regimental aid station
   The Battalion Aid Station draws its medical supplies from the Regimental Aid Station.

5. blood plasma
   How much blood plasma does the Battalion Aid Station have?

6. gauze or cotton
   I don't know, but I do know we don't have any gauze or cotton.

7. morphine
   Does the Aid Station usually have morphine?

8. penicillin
   Yes, not only morphine but penicillin as well.

9. casualties
   Which weapons cause the majority of casualties?

10. carbines
    Machine guns, rifles and carbines.

11. litters
    Does the Battalion Aid Station have its own litters?

12. sick and wounded
    Yes, and we evacuate all our sick and wounded through

2. seteshen pembantu perubatan batalion
   Pasokan saya ia-lah Seteshen Pembantu Perubatan Batalion.

3. bekalan perubatan
   Di-mana Seteshen Pembantu Batalion itu mengambil bekalan perubatan-nya?

4. seteshen pembantu pasokan 'askar
   Seteshen Pembantu Batalion mengambil bekalan perubatan-nya daripada Seteshen Pembantu Pasokan 'Askar.

5. pelasma darah
   Berapa banyak pelasma darah ada di-Seteshen Pembantu Batalion?

6. kain jarang atau kapas
   Saya 'tak tahu, tetapi saya tahu kami tidak ada mempunyai kain jarang atua kapas.

7. ubat morpia
   Ada-kah Seteshen Pembantu biasa-nya mempunyai ubat morpia?

8. ubat penisilin
   Ya, bukan sahaja ubat bius, ubat penisilin pun ada.

9. kechelakaan
   Apa-kah senjata-nya yang lebeh banyak menyebabkan kechelakaan?

10. senapang-karbain
    Meriam-jentera, senapang dan senapang-karbain.

11. usongan
    Ada-kah Seteshen Pembantu Batalion itu mempunyai usongan-nya sendiri?

12. sakit dan luka
    Ya, ada. Dan kami memindahkan semua orang-

the Regimental Aid Station.

orang kami yang sakit dan luka ka-Seteshen Pembantu Pasokan 'Askar.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Pada masa enche' jadi bolantira, ada-kah enche' pernah menjalankan latehan perang-perangan?

B: * * *

A: Ada berapa kali?

B: * * *

A: Di-mana-mana tempat-nya enche' telah menjalankan latehan perang-perangan itu?

B: * * *

A: Chukup-lah. Semua-nya itu di-Singapura?

B: * * *

A: Boleh-kah enche' chakapkan satu daripada latehan perang-perangan yang sudah enche' buat itu?

B: * * *

A: Mengapa enche' pileh yang di-Tanjong Changi itu?

B: * * *

A: Hm, bagitu. Berapa kompeni bolantira yang masok dalam latehan perang-perangan di-Tanjong Changi itu?

B: * * *

A: Platoon enche' masok pehak mana?

B: * * *

A: Dalam latehan perang-perangan itu pehak enche' jadi pehak yang bertahan atau pehak yang menyerang?

B: * * *

A: Platoon enche' bertahan di-mana dan apa senjatanya?

B: * * *

A: Bagaimana keadaan tempat platoon enche' bertahan itu?

B: * * *

A: Bagaimana tempat bertahan itu enche' buat?

B: * * *

A: Bagaimana kesudahan-nya latehan perang-perangan itu?

B: * * *

A: Jadi-lah had ini. Terima kaseh.

A: * * *

B: Ya, pernah.

A: * * *

B: Oh, banyak kali.

A: * * *

B: Di-Tanjong Changi, di-Kawasan Alexandra, di-Nee Soon . . .

A: * * *

B: Semua-nya itu di-Singapura. Oh, tetapi, ada sa-kali di-Johor.

A: * * *

B: Boleh. Latehan perang-perangan di-Tanjong Changi.

A: * * *

B: Kerana latehan perang-perangan di-Tanjong Changi itu-lah yang baharu sa-kali, dan yang seronok sa-kali.

A: * * *

B: Empat kompeni: A, B, C, dan D. Kompeni A dan B

jadi satu pehak, pakai bendera merah. Kompeni C dan D pehak yang lain, pakai bendera biru.

A: * * *

B: Platoon saya masok pehak Kompeni A dan B, bendera merah.

A: * * *

B: Pehak kami, jadi pehak yang bertahan.

A: * * *

B: Platoon saya bertahan di-sa-belah kiri. Senjata kami senapang Bren dan meriam katak.

A: * * *

B: Platoon saya di-lereng sa-buah bukit. Di-hadapan-nya tanah lapang, 'tak ada berpokok.

A: * * *

B: Tempat itu kami buat berparit, tiga baris. Satu baris mengadap ka-hadapan. Dua baris lagi mengadap ka-kiri dan ka-kanan.

A: * * *

B: Mengikut kata pegawai-pegawai yang jadi pengadil-pengadil yang menghakimkan perang-perangan itu, menang pehak yang bertahan.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Mengapa Ahmad memileh latehan perang-perangan pasokan bolantira-nya di-Tanjong Changi itu yang hendak di-chakapkan-nya kapada penanya itu?
   a. Kerana latehan perang-perangan di-Tanjong Changi itu-lah yang baharu sa-kali, dan yang seronok sa-kali.
   b. Kerana latehan perang-perangan di-Tanjong Changi itu-lah yang ramai sa-kali, dan yang lama sa-kali.
   c. Kerana latehan perang-perangan di-Tanjong Changi itu-lah yang banyak sa-kali belanja-nya, dan yang menarek hati sa-kali.
   d. * * *

2. Berapa kompeni bolantira yang masok dalam latehan perang-perangan di-Tanjong Changi itu?
   a. Empat kompeni.
   b. Empat batalion.
   c. Empat sekshen.
   d. * * *

3. Dalam latehan perang-perangan itu pehak kompeni yang di-masoki oleh Aḥmad, memakai bendera warna apa?
   a. Bendera warna hitam.
   b. Bendera warna puteh.
   c. Bendera warna merah.
   d. * * *

4. Dalam latehan perang-perangan itu kompeni yang di-masoki oleh Ahmad jadi pehak yang mengapa?
   a. Jadi pehak yang menyerang.
   b. Jadi pehak yang menanti.
   c. Jadi pehak yang bertahan.
   d. * * *

5. Platoon Ahmad bertahan di-sa-belah mana?
   a. Di-sa-belah belakang.
   b. Di-sa-belah kanan.
   c. Di-sa-belah kiri.
   d. * * *

INDEPENDENCE OF MALAYA

A: On the day of the declaration of the independence of Malaya, where were you?

B: At that time I was in Kuala Lumpur.

A: What was the date of the declaration of the independence of Malaya?

B: August 31.

A: What year?

B: 1957.

A: You work in Singapore, don't you?

B: Yes. I work in the City Office of Singapore.

A: Why were you in Kuala Lumpur on that day?

B: Because I was on leave, and at that time I went to Kuala Lumpur.

A: How many days leave did you take?

B: Exactly one week.

A: How did you get a weeks leave?

Lesson 12

MALAYA MERDEKA

1. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Pada masa di-ishtiharkan kemerdekaan Persekutuan Tanah Melayu, enche' di-mana?

B: Masa itu saya di-Kuala Lumpur.

A: Berapa haribulan-kah di-ishtiharkan Persekutuan Tanah Melayu itu merdeka?

B: Pada tiga puloh satu haribulan August.

A: Tahun berapa?

B: Tahun sa-ribu sembilan ratus lima puloh tujoh.

A: Enche' bekerja di-Singapura, bukan?

B: Ya. Saya bekerja di-Pejabat Bandar-raya Singapura.

A: Bagaimana enche' ada di-Kuala Lumpur hari itu?

B: Kerana saya mengambil chuti, dan dalam masa chuti itu-lah saya datang ka-Kuala Lumpur.

A: Berapa hari enche' mengambil chuti?

B: Sa-minggu chukup-chukup.

A: Apa sebab enche' boleh dapat chuti sampai sa-

B: Because I still had my eligible leave days.

A: How many days of eligible leave do you have a year?

B: 21 days.

A: Good. When you were in Kuala Lumpur, where did you stay?

B: At my relative's house.

A: What's the address?

B: 50 Harun Road, Kampong Baharu, Kuala Lumpur.

A: At what place was the Independence of Malaya declared?

B: Merdeka Stadium, Kuala Lumpur.

A: Who made the declaration, and what is his title?

B: Tengku Abdul Rahman, Prime Minister, Federation of Malaya.

A: When was the declaration made, in the morning, at midday, in the afternoon, or at night?

B: In the morning.

A: About what time in the morning?

B: About eight.

A: What about the weather that morning?

B: Cloudy. It was raining a little.

minggu?

B: Kerana hari chuti saya maseh ada lagi.

A: Berapa hari-kah chuti yang boleh enche' ambil dalam sa-tahun?

B: Dua puloh satu hari.

A: Baik-lah. Sa-lama enche' di-Kuala Lumpur itu, enche' tinggal di-mana?

B: Di-rumah saudara saya.

A: Apa alamat-nya rumah itu?

B: Nombor lima puloh Jalan Harun, Kampong Baharu, Kuala Lumpur.

A: Di-mana tempat-nya pengishtiharan Kemerdekaan Persekutuan Tanah Melayu itu di-buat?

B: Di-Stadium Merdeka, Kuala Lumpur.

A: Siapa yang mengishtiharkan-nya, dan apa jawatan-nya?

B: Tengku Abdul Rahman, Perdana Menteri, Persekutuan Tanah Melayu.

A: Bila masa pengishtiharan di-buat, pagi, tengah hari, petang atau malam?

B: Pagi.

A: Lebeh kurang pada pukul berapa pagi itu?

B: Lebeh kurang pada pukul lapan pagi.

A: Bagaimana keadaan chuacha pagi itu?

B: Redup. Ada hujan sadikit-sadikit.

A: How did you go to Merdeka Stadium that morning?

B: I went by car.

A: At what time did you leave the house?

B: About six.

A: Were there many people at Merdeka Stadium that morning?

B: Oh, many. The stadium was packed. About 200,000 people.

A: You just said it was drizzling that morning. Didn't you get wet?

B: No. I had an umbrella.

A: Where did you get the umbrella?

B: I brought an umbrella when I left the house. I was already raining when I left.

A: What do you think of rain for such a big ceremony?

B: To us Malays, rainfall is a blessing.

A: All right. Thank you.

A: Bagaimana chara-nya enche' pergi ka-Stadium Merdeka pagi itu?

B: Saya pergi dengan motokar.

A: Pukul berapa enche' bertolak dari rumah pagi itu?

B: Lebeh kurang pada pukul enam pagi.

A: Ramai-kah orang yang hadhir di-Stadium Merdeka pagi itu?

B: Oh, sangat ramai. Penoh sesak di-stadium itu. Lebeh kurang dua ratus ribu orang.

A: Kata enche' tadi, ada hujan sadikit-sadikit. Tidak-kah enche' basah?

B: Tidak. Kerana saya pakai payong.

A: Dari mana enche' dapat payong itu?

B: Memang saya bawa dari rumah. Kerana dari rumah lagi sudah hujan.

A: Apa enche' fikir kalau istiadat sa-besar itu hari hujan?

B: Kapada kami orang-orang Melayu, hari hujan itu alamat baik.

A: Baik-lah. Terima kaseh.

1. corporal
   What is your job in the Battalion, Corporal?

2. message center
   I work in the Message Center at Battalion Headquarters.

3. messages
   Do you deliver messages by jeep or on foot?

4. "to make a run"
   I make two or three runs each day by jeep.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Messenger

1. kopral
   Apa-kah kerja awak dalam Batalion, Kopral?

2. pusat perutusan
   Saya bekerja di-Pusat Perutusan dalam Markas Batalion.

3. utusan-utusan
   Awak menyampaikan utusan-utusan itu dengan memakai motokar jeep atau berjalan-kaki?

4. "membuat perjalanan"
   Dalam sa-hari saya membuat dua atau tiga kali perjalanan dengan memakai motokar jeep.

5. orders
   I suppose you deliver orders?

6. prisoner-of-war reports
   Yes, and also prisoner-of-war reports.

7. to cross bridges
   Do you cross any bridges on the way?

8. main supply route
   Yes, there are two bridges along the main supply route.

9. pontoons
   Are these bridges made of pontoons?

10. wooden planks
    Yes, one is a pontoon bridge; the other is made of wooden planks.

11. switchboard
    Do you ever work on the switchboard?

12. to stand guard
    Yes, I work on the switchboard and also stand guard.

5. surat-perentah
   Saya agak awak menyampaikan surat-perentah.

6. penyata-penyata orang tawanan perang
   Ya, dan juga penyata-penyata orang tawanan perang.

7. menyeberangi jambatan
   Dalam perjalanan itu ada-kah awak menyeberangi jambatan?

8. jalan besar menyampaikan bekalan
   Ya, sa-panjang jalan besar menyampaikan bekalan itu, ada dua buah jambatan.

9. jambatan apong
   Ada-kah jambatan-jambatan itu jambatan apong?

10. papan kayu
    Ya, sa-buah jambatan apong, yang sa-buah lagi di-buat daripada papan kayu.

11. papan alat-letrik
    Ada-kah pernah awak bekerja menjaga papan alat-letrik?

12. jadi pengawal berdiri
    Ya, saya bekerja menjaga papan alat-letrik dan juga jadi pengawal berdiri.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Pada masa di-ishtiharkan kemerdekaan Persekutuan Tanah Melayu, enche' di-mana?

B: * * *

A: Berapa haribulan-kah di-ishtiharkan Persekutuan Tanah Melayu itu merdeka?

B: * * *

A: Tahun berapa?

B: * * *

A: Enche' bekerja di-Singapura, bukan?

B: * * *

A: Bagaimana enche' ada di-Kuala Lumpur hari itu?

B: * * *

A: Berapa hari enche' mengambil chuti?

B: * * *

A: Apa sebab enche' boleh dapat chuti sampai sa-minggu?

B: * * *

A: Berapa hari-kah chuti yang boleh enche' ambil dalam sa-tahun?

B: * * *

A: Baik-lah. Sa-lama enche' di-Kuala Lumpur itu, enche' tinggal di-mana?

B: * * *

A: Apa alamat-nya rumah itu?

B: * * *

A: Di-mana tempat-nya pengishtiharan Kemerdekaan Persekutuan Tanah Melayu itu di-buat?

B: * * *

A: Siapa yang mengishtiharkan-nya, dan apa jawatan-nya?

B: * * *

A: Bila masa pengishtiharan di-buat, pagi, tengah hari, petang atau malam?

B: * * *

A: Lebeh kurang pada pukul berapa pagi itu?

B: * * *

A: Bagaimana keadaan chuacha pagi itu?

B: * * *

A: Bagaimana chara-nya enche' pergi ka-Stadium Merdeka pagi itu?

B: * * *

A: Pukul berapa enche' bertolak dari rumah pagi itu?

B: * * *

A: Ramai-kah orang yang hadhir di-Stadium Merdeka

pagi itu?

B: * * *

A: Kata enche' tadi, ada hujan sadikit-sadikit. Tidak-kah enche' basah?

B: * * *

A: Dari mana enche' dapat payong itu?

B: * * *

A: Apa enche' fikir kalau istiadat sa-besar itu hari hujan?

B: * * *

A: Baik-lah. Terima kaseh.

A: * * *

B: Masa itu saya di-Kuala Lumpur.

A: * * *

B: Pada tiga puloh satu haribulan August.

A: * * *

B: Tahun sa-ribu sembilan ratus lima puloh tujoh.

A: * * *

B: Ya. Saya bekerja di-Pejabat Bandar-raya Singapura.

A: * * *

B: Kerana saya mengambil chuti, dan dalam masa chuti itu-lah saya datang ka-Kuala Lumpur.

A: * * *

B: Sa-minggu chukup-chukup.

A: * * *

B: Kerana hari chuti saya maseh ada lagi.

A: * * *

B: Dua puloh satu hari.

A: * * *

B: Di-rumah saudara saya.

A: * * *

B: Nombor lima puloh Jalan Harun, Kampong Baharu, Kuala Lumpur.

A: * * *

B: Di-Stadium Merdeka, Kuala Lumpur.

A: * * *

B: Tengku Abdul Rahman, Perdana Menteri, Persekutuan Tanah Melayu.

A: * * *

B: Pagi.

A: * * *

B: Lebeh kurang pada pukul lapan pagi.

A: * * *

B: Redup. Ada hujan sadikit-sadikit.

A: * * *

B: Saya pergi dengan motokar.

A: * * *

B: Lebeh kurang pada pukul enam pagi.

A: * * *

B: Oh, sangat ramai. Penoh sesak di-stadium itu. Lebeh kurang dua ratus ribu orang.

A: * * *

B: Tidak. Kerana saya pakai payong.

A: * * *

B: Memang saya bawa dari rumah. Kerana dari rumah lagi sudah hujan.

A: * * *

B: Kapada kami orang-orang Melayu, hari hujan itu alamat baik.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Berapa haribulan, bulan apa, dan tahun berapa di-ishtiharkan kemerdekaan Persekutuan Tanah Melayu?
   a. Satu haribulan August, tahun sa-ribu sembilan ratus lima puloh.
   b. Tiga puloh satu haribulan July, tahun sa-ribu sembilan ratus lima puloh tujoh.
   c. Tiga puloh satu haribulan August, tahun sa-ribu sembilan ratus lima puloh tujoh.
   d. * * *

2. Berapa hari Ahmad mengambil chuti kerana ia hendak pergi ka-Kuala Lumpur itu?
   a. Sa-bulan chukup-chukup.
   b. Sa-minggu chukup-chukup.
   c. Dua minggu chukup-chukup.
   d. * * *

3. Berapa hari-kah chuti yang boleh di-ambil oleh Ahmad dalam sa-tahun?
   a. Dua puloh satu hari.
   b. Tiga puloh lima hari.
   c. Dua puloh hari.
   d. * * *

4. Siapa yang mengishtiharkan kemerdekaan Persekutuan Tanah Melayu itu?
   a. Tuanku Abdul Rahman.
   b. Tengku Abdul Rahman.
   c. Tengku Ya'akub.
   d. * * *

5. Apa jawatan Tengku Abdul Rahman pada masa ia mengishtiharkan kemerdekaan Persekutuan Tanah Melayu itu?
   a. Yang di-Pertuan Ago. Persekutuan Tanah

Melayu.
b. Timbalan Perdana Menteri, Persekutuan Tanah Melayu.
c. Perdana Menteri, Persekutuan Tanah Melayu.
d. * * *

AN INTERMEDIATE-ADVANCED LEVEL

MALAY
REFRESHER COURSE

BOOK IV

PART TWO

with

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AL 001 668

AN INTERMEDIATE - ADVANCED LEVEL

MALAY REFRESHER COURSE

BOOK IV PART II

With

Pre-recorded Tapes 25-50

English Language Services, Inc.
919 Eighteenth Street, N.W.
Washington 6, D.C.

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All pre-recorded tapes of this course have been prepared for use on dual-track, language-instruction tape recorders, so that the student can record his voice on tape where required.

However, these instructional materials may also be used with single-track tape recorders or on unmodified dual-track tape recorders almost as effectively, in that the student can always repeat, if not actually record, where required.

PREFACE

Book IV of an "Intermediate-Advanced Level Malay Refresher Course" consists of 25 lessons in the text material and 50 pre-recorded tapes of approximately 20 minutes in length to accompany the text.

A typical lesson with its two accompanying tapes is made up of the following instructional materials:

I. Interrogation
II. Military Terminology Drill
III. Comprehension Test

The Interrogation appears on each tape, in various forms. The Military Terminology Drill appears only on the first tape of each lesson, the Comprehension Test only on the second.

Organization of the Lesson and Tape

Tape 1

The materials of the first tape of each lesson are divided into four sections:

- I. Interrogation for Listening
- II. Interrogation for Memorization
- III. Interrogation for Listening (again)
- IV. Military Terminology Drill

● The Interrogation for Listening is a short exchange between an interrogator and a subject in a typical military situation. Every effort has been made to create a sense of spontaneity in the

speakers so that the student will be afforded an opportunity to hear generous and authentic segments of the spoken language.

● The Interrogation for Memorization is a repetition of the Interrogation for Listening arranged in such a way that the student is encouraged to memorize the material. Longer utterances are divided into phrases, each of which is spoken twice by the native speaker, leaving a pause each time for the student to repeat after him on tape.

● The Interrogation for Listening is an exact repetition of the original, giving the student an opportunity to hear the exchange without interruption and thus facilitate his memorization of the material.

● The Military Terminology Drill consists of a series of military terms, heard first in English and then in Malay. Following each term there is a brief pause for the student to repeat the word. Each term is then used in a sentence, in both English and Malay, again repeated by the student in the pause which follows.

Tape 2

The materials of the second tape of each lesson are similarly divided into four parts:

- V. Interrogation for Review
- VI. Interrogation for Participation
- VII. Interrogation for Final Review
- VIII. Comprehension Test

● The Interrogation for Review permits the student to hear the original dialogue once again. Having completely memorized the dialogue by now, he listens this time to improve his pronunciation and to hear the intonation of the native Malay speakers.

● The Interrogation for Participation is an informal check-up. The student himself can now gauge the degree of his

control over the material, as he tests his ability to perform each of the two roles on tape, in turn, from memory.

● The Interrogation for Final Review provides an opportunity for the student to assure himself that he has a firm grasp of the factual matter of the exchange before moving on to the Comprehension Test.

● The Comprehension Test is a series of questions, to each of which are given three possible answers. In the space which follows the third answer, the student is expected to select and repeat the correct answer without pause.

The student should note, however, that Lessons 23 and 24 are built on a conversation between two officers, rather than an interrogation of a subject by an officer. In every other way, these two lessons are like the preceding ones.

Lesson 25, with its two accompanying tapes, is an extensive translation test. The student hears an opening speech in English; a pause follows, during which he is expected to give a translation on tape; the native Malay speaker then gives a correct translation. Then the process is reversed: the student hears a speech in Malay, gives his translation, then hears a correct translation in English.

English equivalents are provided for all dialogues and drills throughout the text. These are meant to be contextual equivalents rather than literal translations.

The teaching techniques used on tape are the result of the application of modern linguistic theory to language learning. The dialogues and drills have been designed to give the student maxi-

mum utilization of the materials provided. The student participates in using these materials in various ways, until he gains active control over the forms presented.

Organization of the Course as a Whole

Book IV with its accompanying tapes is the fourth Book of a Malay course consisting of four Books and 140 pre-recorded tapes. The materials of Book IV are considered to be advanced.

Detailed descriptions of Books I, II, and III will be found in the Prefaces of those three volumes.

Acknowledgments

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All pre-recorded tapes were prepared in the studios of Radio Singapore, through an arrangement with the Ministry of Culture.

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SELF-GOVERNMENT OF SINGAPORE

A: Today I'm going to ask you about Singapore. All right?

B: All right. Why not? What do you want to know about Singapore?

A: Oh, a number of things. First, I want to ask you this. After the Federation of Malaya got its independence, how long was it before Singapore became a self-governing state?

B: One year and nine months.

A: In what month and in what year?

B: June, 1959.

A: Who was the last British governor of Singapore when it was a British colony?

B: Governor Sir William Goode.

A: When the office of Governor of Singapore was abolished, what was the title of the Head of State of Singapore?

B: Yang di-Pertuan Negara.

Lesson 13

SINGAPURA BERKERAJAAN SENDIRI

I. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Hari ini saya hendak bertanya kapada enche' fasal Singapura pula. Boleh?

B: Boleh. Apa salah-nya? Apa hal Singapura yang hendak enche' tanya itu?

A: Oh, macham-macham. Mula-mula saya 'nak tanya bagini, sa-telah Persekutuan Tanah Melayu merdeka, berapa lama lepas itu Singapura menjadi negara yang bertaraf berkerajaan sendiri?

B: Sa-tahun sembilan bulan lepas itu.

A: Bulan apa dan tahun apa?

B: Bulan June, tahun sa-ribu sembilan ratus lima puloh sembilan.

A: Siapa governor British yang akhir sa-kali di-Singapura masa negeri itu jadi koloni British?

B: Governor Sir William Goode.

A: Apabila Singapura tidak memakai governor lagi, apa gelaran Ketua Negara bagi Singapura itu?

B: Yang di-Pertuan Negara.

A: What is the relationship of the Yang di-Pertuan Negara of Singapore and the government of the United Kingdom?

B: He is the representative of the Queen, Queen Elizabeth II, the British Monarch.

A: Who was the first Yang di-Pertuan Negara of Singapore when it became self-governing?

B: Sir William Goode was the first to be elected, and the first Yang di-Pertuan Negara of Singapore.

A: Did Sir William Goode hold the position of Yang di-Pertuan Negara of Singapore very long?

B: Not very long. Only about half a year.

A: Who succeeded him as the Yang di-Pertuan Negara of Singapore?

B: A Malay, Mr. Yusuf bin Ishak.

A: I see. Who was the first to become Prime Minister of the State of Singapore?

B: Mr. Lee Kuan Yew.

A: To which party in Singapore does Mr. Lee Kuan Yew belong?

B: To the political party in Singapore called the People's Action Party.

A: What's the name of the legislative council in Singapore?

B: It is called the Legislative Assembly of Singapore.

A: How many members has it?

A: Sa-bagai apa-lah Yang di-Pertuan Negara itu bagi pemerentahan British di-United Kingdom?

B: Sa-bagai Wakil Queen, Queen Elizabeth Yang Kedua, Raja British.

A: Siapa-lah yang mula-mula jadi Yang di-Pertuan Negara bagi Singapura apabila Singapura berpemerentahan sendiri?

B: Sir William Goode itu juga yang mula-mula dilantek jadi Yang di-Pertuan Negara yang pertama bagi Singapura.

A: Lama-kah Sir William Goode itu jadi Yang di-Pertuan Negara Singapura?

B: 'Tak berapa lama. Lebeh kurang sa-tengah tahun.

A: Lepas itu siapa menggantikan dia jadi Yang di-Pertuan Negara Singapura?

B: Sa-orang anak Malayan, Enche' Yusuf bin Ishak nama-nya.

A: Baik-lah. Siapa pula yang mula-mula jadi Perdana Menteri Negara Singapura itu?

B: Enche' Lee Kuan Yew.

A: Enche' Lee Kuan Yew itu dari parti siasah apa di-Singapura?

B: Dari sa-buah parti siasah di-Singapura yang bernama Parti Tindakan Ra'ayat.

A: Apa nama-nya majlis meshuarat undangan di-Singapura itu?

B: Nama-nya Majlis Perhimpunan Undangan Singapura.

A: Berapa ramai ahli-ahli-nya?

B: 51 members.

A: Are all the members of the Legislative Assembly of Singapore elected by the citizens of Singapore?

B: Yes, that's right.

A: What's the name of the political party which is in power in Singapore now?

B: The People's Action Party.

A: Then that's all my questions about Singapore.

B: Lima puloh satu orang.

A: Ada-kah semua ahli-ahli Majlis Perhimpunan Undangan Singapura itu di-pileh oleh ra'ayat Singapura dalam pilehan-raya?

B: Ya, betul.

A: Apa-kah nama-nya parti siasah yang berkuasa di-Singapura sekarang?

B: Nama-nya Parti Tindakan Ra'ayat.

A: Jadi-lah had ini saya bertanya kapada enche' fasal Singapura itu.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

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1. loader
   Did you say you're a loader in an 81 mm mortar squad?

2. squad leader
   No, I'm a sergeant and the squad leader. The loader is a corporal.

3. rate of fire
   What is the rate of fire in an 81 mm mortar squad?

4. rounds per minute
   The rate of fire is about 18 to 20 rounds per minute.

5. smooth-bore
   Is the 81 mm mortar smooth-bore?

6. tube
   Yes, it's smooth-bore and the tube is 48 inches long.

7. traversed
   How much can the 81 mm mortar be traversed?

8. elevated
   It can be traversed about 6° and elevated from plus 45° to plus 85°.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Motor Squad

1. pengisi peluru
   Ada-kah awak kata awak sa-orang pengisi peluru dalam pasokan meriam-katak lapan puloh satu milimeter?

2. ketua pasokan
   Tidak, saya sa-orang sarjan dan ketua pasokan. Pengisi peluru sa-orang kopral.

3. kechepatan tembakan
   Berapa-kah kechepatan tembakan meriam-katak lapan puloh satu milimeter?

4. das dalam satu minit
   Kechepatan tembakan-nya lebeh kurang lapan belas hingga dua puloh das dalam satu minit.

5. lichin dalam lubang laras
   Ada-kah lichin dalam lubang laras meriam-katak lapan puloh satu milimeter itu?

6. pembuloh
   Ya, lichin dalam lubang laras-nya dan panjang pembuloh-nya empat puloh lapan inchi.

7. di-baringkan
   Berapa tinggi-nya meriam-katak lapan puloh satu milimeter itu boleh di-baringkan?

8. di-tegakkan
   Dia boleh di-baringkan lebeh kurang enam darjah, dan di-tegakkan sa-tinggi dari lebeh kurang empat puloh lima darjah hingga lapan puloh lima darjah.

9. to dismantle
   Do you dismantle this mortar before you move it?

10. base plate and bipod
    Yes, base plate and bipod and tube.

11. sights
    What kind of sights do you use?

12. panoramic sights
    Some panoramic sights we captured from you.

9. tanggalkan
   Apabila awak hendak bergerak, ada-kah meriam-katak ini awak tanggalkan?

10. besi alas dan kaki-dua
    Ya, di-tanggalkan besi alas dan kaki-dua serta pembuloh-nya.

11. alat-tenang
    Apa jenis alat-tenang yang awak pakai?

12. alat-tenang pandangan luas
    Beberapa alat-tenang pandangan luas yang telah kami ambil daripada awak.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Hari ini saya hendak bertanya kapada enche' fasal Singapura pula. Boleh?

B: * * *

A: Oh, macham-macham. Mula-mula saya 'nak tanya bagini, sa-telah Persekutuan Tanah Melayu merdeka, berapa lama lepas itu Singapura menjadi negara

yang bertaraf berkerajaan sendiri?

B: * * *

A: Bulan apa dan tahun apa?

B: * * *

A: Siapa governor British yang akhir sa-kali di-Singapura masa negeri itu jadi koloni British?

B: * * *

A: Apabila Singapura tidak memakai governor lagi, apa gelaran Ketua Negara bagi Singapura itu?

B: * * *

A: Sa-bagai apa-lah Yang di-Pertuan Negara itu bagi pemerentahan British di-United Kingdom?

B: * * *

A: Siapa-lah yang mula-mula jadi Yang di-Pertuan Negara bagi Singapura apabila Singapura berpemerentahan sendiri?

B: * * *

A: Lama-kah Sir William Goode itu jadi Yang di-Pertuan Negara Singapura?

B: * * *

A: Lepas itu siapa menggantikan dia jadi Yang di-Pertuan Negara Singapura?

B: * * *

A: Baik-lah. Siapa pula yang mula-mula jadi Perdana Menteri Negara Singapura itu?

B: * * *

A: Enche' Lee Kuan Yew itu dari parti siasah apa di-Singapura?

B: * * *

A: Apa nama-nya majlis meshuarat undangan di-Singapura itu?

B: * * *

A: Berapa ramai ahli-ahli-nya?

B: * * *

A: Ada-kah semua ahli-ahli Majlis Perhimpunan Undangan Singapura itu di-pileh oleh ra'ayat Singapura dalam pilehan-raya?

B: * * *

A: Apa-kah nama-nya parti siasah yang berkuasa di-Singapura sekarang?

B: * * *

A: Jadi-lah had ini saya bertanya kapada enche' fasal Singapura itu.

A: * * *

B: Boleh. Apa salah-nya? Apa hal Singapura yang hendak enche' tanya itu?

A: * * *

B: Sa-tahun sembilan bulan lepas itu.

A: * * *

B: Bulan June, tahun sa-ribu sembilan ratus lima puloh sembilan.

A: * * *

B: Governor Sir William Goode.

A: * * *

B: Yang di-Pertuan Negara.

A: * * *

B: Sa-bagai Wakil Queen, Queen Elizabeth Yang Kedua, Raja British.

A: * * *

B: Sir William Goode itu juga yang mula-mula di-lantek jadi Yang di-Pertuan Negara yang pertama bagi Singapura.

A: * * *

B: 'Tak berapa lama. Lebeh kurang sa-tengah tahun.

A: * * *

B: Sa-orang anak Malayan, Enche' Yusuf bin Ishak nama-nya.

A: * * *

B: Enche' Lee Kuan Yew.

A: * * *

B: Dari sa-buah parti siasah di-Singapura yang ber-nama Parti Tindakan Ra'ayat.

A: * * *

B: Nama-nya Majlis Perhimpunan Undangan Singapura.

A: * * *

B: Lima puloh satu orang.

A: * * *

B: Ya, betul.

A: * * *

B: Nama-nya Parti Tindakan Ra'ayat.

A: * * * _____

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

_____

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Bulan apa, dan tahun berapa Singapura berkerajaan sendiri?
   a. Bulan May, tahun sa-ribu sembilan ratus lima puloh lapan.
   b. Bulan June, tahun sa-ribu sembilan ratus lima

puloh sembilan.
c. Bulan April, tahun sa-ribu sembilan ratus lima puloh tujoh.
d. * * *

2. Siapa nama-nya Governor British yang akhir sa-kali di-Singapura?
a. Sir Franklin Gimson.
b. Sir Robert Black.
c. Sir William Goode.
d. * * *

3. Apabila Singapura tidak memakai Governor lagi, apa gelaran Ketua Negara bagi Singapura itu?
a. Yang di-Pertuan Negara.
b. Yang di-Pertuan Agong.
c. Yang di-Pertuan Besar.
d. * * *

4. Siapa-kah nama-nya anak Malayan, yang mula-mula menggantikan Sir William Goode, jadi Yang di-Pertuan Negara Singapura?
a. Enche' Yusuf bin Ahmad.
b. Enche' Ishak bin Muhammad.
c. Enche' Yusuf bin Ishak.
d. * * *

5. Siapa-kah nama-nya orang yang mula-mula jadi Perdana Menteri Negara Singapura itu?
a. Enche' Yusuf bin Ishak.
b. Enche' Lee Kuan Yew.
c. Enche' Ahmad bin Ibrahim.
d. * * *

MEMBERSHIP IN ORGANIZATIONS

A: Do you belong to any organization, or did you ever belong to any organization?

B: I was a member of the National Athletic Center, and now I am a member of the Labor Federation of city employees.

A: On what dates did you join these organizations?

B: I first became a member of the Labor Federation in March, 1951, when I started working for the government. I became a member of the National Athletic Center in June of the same year.

A: For how long is that? That is, when does your membership end?

B: In the National Athletic Center it's for a year. In the Labor Federation it's for as long as you pay membership dues.

Lesson 14

MENJADI AHLI DALAM PERTUBOHAN

I. *Interrogation for Listening*

See instructions for this section in Lesson 1 page 3.

A: Sekarang ada-kah enche' menjadi ahli dalam sa-barang pertubohan, atau ada-kah pernah dahulu enche' menjadi ahli dalam sa-barang pertubohan?

B: Dahulu pernah saya menjadi ahli dalam Persatuan Sukan Kebangsaan, dan sekarang saya menjadi ahli dalam Persekutuan Buroh pekerja-pekerja yang di-gaji dalam bandar-raya.

A: Bila tarikh-nya enche' mula masok menjadi ahli pertubohan-pertubohan itu?

B: Saya mula menjadi ahli dalam Persekutuan Buroh itu pada bulan March tahun sa-ribu sembilan ratus lima puloh satu, ia-itu apabila saya mula bekerja dengan kerajaan. Saya masok menjadi ahli dalam Persatuan Sukan Kebangsaan dalam bulan June tahun itu juga.

A: Menjadi ahli untok berapa lama itu? Ya'ani bila tamat-nya enche' menjadi ahli itu?

B: Menjadi ahli dalam Persatuan Sukan Kebangsaan untok sa-lama sa-tahun, tetapi boleh di-baharui tiap-tiap tahun. Lama menjadi ahli dalam Perse-kutuan Buroh itu, ia-lah sa-lagi di-bayar yuran menjadi ahli itu, sa-lama itu-lah menjadi ahli-nya.

A: How much do you pay?

B: At the National Athletic Center I pay three pounds a year. In the Labor Federation, I don't remember any more how much it is a month. Besides, they take it right out of my pay.

A: Do you have a membership card?

B: Of course. In the Labor Federation it's not a card. It's a membership booklet.

A: What rights does it entitle you to?

B: In the Labor Federation?

A: All right. Let's begin with that.

B: Well, as you know, mostly it entitles you to medical care.

A: And what else?

B: What else! As regards working rights, for example, believe my words, we've certainly been wronged. We're even forbidden to strike.

A: Well, a fine thing it would be if government employees could strike! What are you saying?

B: All right. But then we don't have any bargaining powers when we want some improvement in the conditions or in pay.

A: I see. That's enough. Next time we'll go on.

A: Berapa banyak enche' bayar yuran-nya?

B: Di-Persatuan Sukan Kebangsaan saya bayar tiga pound bagi sa-tahun. Di-Persekutuan Buroh, saya 'tak ingat lagi berapa bayaran bagi sa-bulan. Sa-balek-nya mereka ambil sahaja wang yuran itu daripada wang gaji saya.

A: Ada-kah enche' mempunyai kad tanda menjadi ahli itu?

B: Tentu-lah ada. Dalam Persekutuan Buroh pula bukan-nya kad. Ada buku kechil tanda menjadi ahli.

A: Apa-lah hak-hak yang di-beri kapada enche'?

B: Dalam Persekutuan Buroh?

A: Baik-lah. Persekutuan itu-lah dahulukan.

B: Sa-bagai yang enche' ketahui, terutama-nya ia-lah di-beri hak boleh dapat layanan perubatan.

A: Dan apa lagi?

B: Apa lagi! Berkenaan dengan hak-hak bekerja, mithal-nya, perchaya-lah chakap saya, sa-benar-nya kita telah di-kelirukan. Hinggakan mogok pun kita di-larang.

A: Hai, burok-lah jadi-nya kalau orang kerajaan mogok! Apa kata enche' tadi?

B: Baik-lah. Tetapi kalau bagitu jadi-nya 'tak ada-lah kita mempunyai sa-barang kuasa tawar-menawar kalau kita hendak membaiki keadaan atau gaji kita.

A: Baik-lah. Jadi-lah sa-paras ini. Lain kali kita ber-chakap lagi.

1. anti-aircraft machine gun
   Describe the anti-aircraft machine gun.

2. gas-operated
   It's gas-operated.

3. belt-fed
   It's gas-operated and belt-fed.

4. air-cooled
   It's gas-operated, belt-fed and air-cooled.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Organization and Equipment

1. meriam-jentera penembak kapal-terbang
   Cheritakan fasal meriam-jentera penembak kapal-terbang.

2. di-jalankan oleh gas
   Dia di-jalankan oleh gas.

3. peluru berkerpai
   Dia di-jalankan oleh gas dan pakai peluru berkerpai.

4. udara penyejok
   Dia di-jalankan oleh gas, pakai peluru berkerpai dan ada udara penyejok.

5. bayonet
   Does the rifle have a bayonet?

6. clip-fed
   Yes. It's a clip-fed weapon.

7. characteristics
   What are some other characteristics of the mortar?

8. highly mobile
   It is a highly mobile weapon.

9. reconnaissance company
   What do you know about the reconnaissance company?

10. armored cars
    All I know is that it uses armored cars.

11. artillery battalion
    What do you know about the artillery battalion?

12. mechanized divisions
    Practically nothing. Mechanized divisions are my specialty.

5. benet
   Ada-kah senapang itu memakai benet?

6. di-butangkan
   Ya, ia-itu senjata yang di-butangkan.

7. sifat-sifat khas
   Apa-kah yang lain lagi sifat-sifat khas meriam-katak itu?

8. mudah sangat di-pindahkan
   Dia sa-jenis senjata yang mudah sangat di-pindah-kan.

9. kompeni peninjau
   Apa-kah yang awak ketahui berkenaan dengan kompeni peninjau?

10. kereta-kereta perisai
    Sa-banyak yang saya tahu ia-itu memakai kereta-kereta perisai.

11. batalion meriam
    Apa-kah yang awak ketahui berkenaan dengan batalion meriam?

12. ketumbokan berjentera
    Hampir-hampir 'tak ada yang saya tahu. Saya terkhas kapada ketumbokan berjentera.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Sekarang ada-kah enche' menjadi ahli dalam sa-barang pertubohan, atau ada-kah pernah dahulu enche' menjadi ahli dalam sa-barang pertubohan?

B: * * *

A: Bila tarikh-nya enche' mula masok menjadi ahli pertubohan-pertubohan itu?

B: * * *

A: Menjadi ahli untok berapa lama itu? Ya'ani bila tamat-nya enche' menjadi ahli itu?

B: * * *

A: Berapa banyak enche' bayar yuran-nya?

B: * * *

A: Ada-kah enche' mempunyai kad tanda menjadi ahli itu?

B: * * *

A: Apa-lah hak-hak yang di-beri kapada enche'?

B: * * *

A: Baik-lah. Persekutuan itu-lah dahulukan.

B: * * *

A: Dan apa lagi?

B: * * *

A: Hai, burok-lah jadi-nya kalau orang kerajaan mogok! Apa kata enche' tadi?

B: * * *

A: Baik-lah. Jadi-lah sa-paras ini. Lain kali kita berchakap lagi.

A: * * *

B: Dahulu pernah saya menjadi ahli dalam Persatuan Sukan Kebangsaan, dan sekarang saya menjadi ahli dalam Persekutuan Buroh pekerja-pekerja yang digaji dalam bandar-raya.

A: * * *

B: Saya mula menjadi ahli dalam Persekutuan Buroh itu pada bulan March tahun sa-ribu sembilan ratus lima puloh satu, ia-itu apabila saya mula bekerja dengan kerajaan. Saya masok menjadi ahli dalam Persatuan Sukan Kebangsaan dalam bulan June tahun itu juga.

A: * * *

B: Menjadi ahli dalam Persatuan Sukan Kebangsaan untok sa-lama sa-tahun, tetapi boleh di-baharui tiap-tiap tahun. Lama menjadi ahli dalam Persekutuan Buroh itu, ia-lah sa-lagi di-bayar yuran menjadi ahli itu, sa-lama itu-lah menjadi ahli-nya.

A: * * *

B: Di-Persatuan Sukan Kebangsaan saya bayar tiga pound bagi sa-tahun. Di-Persekutuan Buroh, saya 'tak ingat lagi berapa bayaran bagi sa-bulan. Sabalek-nya mereka ambil sahaja wang yuran itu

daripada wang gaji saya.

A: * * *

B: Tentu-lah ada. Dalam Persekutuan Buroh pula bukan-nya kad. Ada buku kechil tanda menjadi ahli.

A: * * *

B: Dalam Persekutuan Buroh?

A: * * *

B: Sa-bagai yang enche' ketahui, terutama-nya ia-lah di-beri hak boleh dapat layanan perubatan.

A: * * *

B: Apa lagi! Berkenaan dengan hak-hak bekerja, mithal-nya, perchaya-lah chakap saya, sa-benar-nya kita telah di-kelirukan. Hinggakan mogok pun kita di-larang.

A: * * *

B: Baik-lah. Tetapi kalau bagitu jadi-nya 'tak ada-lah kita mempunyai sa-barang kuasa tawar-menawar kalau kita hendak membaiki keadaan atau gaji kita.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Ahmad pernah jadi ahli dalam persatuan sukan. Apa nama persatuan sukan itu?
   a. Persatuan Sukan Antara-Bangsa.
   b. Persatuan Sukan Kebangsaan.
   c. Persatuan Sukan Pertubohan Bangsa-Bangsa Bersatu.
   d. * * *

2. Berapa pound-kah telah di-bayar oleh Ahmad bagi yuran dalam Persatuan Sukan Kebangsaan itu sa-lama sa-tahun?
   a. Tiga puloh pound bagi sa-tahun.
   b. Tiga ratus pound bagi sa-tahun.
   c. Tiga pound bagi sa-tahun.
   d. * * *

3. Apa-kah tanda yang ada di-pegang oleh Ahmad menunjokkan ia jadi ahli dalam Persatuan Sukan Kebangsaan itu?
   a. Kad tanda menjadi ahli.
   b. Surat tanda menjadi ahli.
   c. Risalat tanda menjadi ahli.
   d. * * *

4. Apa-kah pula tanda yang ada di-pegang oleh Ahmad menunjokkan ia jadi ahli dalam Persekutuan Buroh?
   a. Kad kechil tanda menjadi ahli.
   b. Buku tanda menjadi ahli.
   c. Buku kechil tanda menjadi ahli.
   d. * * *

5. Apa-kah hak yang terutama boleh di-dapati oleh Ahmad sa-bagai ia jadi ahli dalam Persekutuan Buroh itu?
   a. Hak boleh dapat layanan gaji besar.

b. Hak boleh dapat layanan mengembara keluar negeri.
c. Hak boleh dapat layanan perubatan.
d. * * *

INTERNATIONAL POLITICS

A: What do you think about international politics?

B: What do you mean, exactly?

A: Let's talk about Communism, for instance.

B: In what way?

A: What do you think of its expansion?

B: Well, it's certain that the under-developed countries are good ground for International Communism.

A: Why do you think that?

B: In spite of the economic help of the occidental countries, the standard of living is still very low.

A: And so?

B: So these people lose confidence little by little. They see that what they have is no good, so they are attracted by Communism.

Lesson 15

POLITIK ANTARA-BANGSA

I. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Apa enche' fikir berkenaan dengan politik antara-bangsa?

B: Apa yang sa-benar-nya maksud enche'?

A: Mari kita berchakap fasal Kominis, mithal-nya.

B: Apa-nya yang 'nak kita chakapkan?

A: Apa enche' fikir berkenaan dengan perkembangan-nya?

B: Di-negeri-negeri yang kurang maju, sudah tentu di-situ-lah tempat yang bagus bagi faham Kominis antara-bangsa.

A: Mengapa enche' berfikir bagitu?

B: Sunggoh pun ada bantuan ekonomi daripada negeri-negeri Barat, tetapi taraf hidup di-negeri-negeri itu maseh sangat rendah.

A: Dan kemudian?

B: Kemudian, sadikit demi sadikit, orang-orang di-negeri-negeri yang kurang maju itu hilang keper-chayaan. Mereka fikir apa yang ada pada mereka semua-nya 'tak baik. Oleh sebab itu mereka pun di-

A: Yes. But these people don't know exactly what Communism has in store for them.

B: That's just it. They don't know what it is. But they think that it cannot be worse than what they have right now.

A: Why do you say "they" always? Do you think the same?

B: Oh, no, not at all. I say "they" in general. As for me, I see things much more clearly.

A: And you, what do you think of the Communist propaganda?

B: The Communists try to create disorder and confusion so they can penetrate one way or another. They start from the principle that in muddy waters you can catch more fish.

A: And so?

B: And so, until now, it's a success.

A: And what do you think of the attitude of the government toward Communism?

B: The government is not stern enough, always lenient and hesitant.

A: What! Always lenient and hesitant? What about the Emergency?

B: Well, that's just one example. And it lasted for twelve years.

tarek oleh Kominis.

A: Ya. Tetapi orang-orang itu tidak tahu betul-betul apa yang ada tersimpan dalam hati Kominis itu yang akan mereka terima.

B: Memang-lah bagitu. Mereka tidak tahu apa yang sa-benar-nya. Tetapi mereka fikir Kominis itu tidak-lah lebeh burok daripada apa yang ada pada mereka sekarang.

A: Mengapa enche' selalu sebut "mereka"? Ada-kah enche' fikir tertentu kapada satu-satu?

B: Oh, tidak, tidak sa-kali-kali. Saya kata "mereka" pada 'am-nya. Bagi diri saya sendiri, saya melihat sa-suatu itu dengan lebeh nyata dan terang.

A: Dan bagi diri enche' sendiri pula, apa enche' fikir da'iyah orang-orang Kominis itu?

B: Orang-orang Kominis itu chuba hendak membangkit-kan kachau-bilau dan huru-hara, supaya dengan apa jalan pun mereka boleh menembusi masok. Mereka mulai daripada dasar bahawa dalam ayer keroh-lah boleh dapat menangkap ikan.

A: Dengan chara bagitu apa jadi?

B: Dengan chara bagitu, sampai sekarang, itu suatu kejayaan.

A: Dan apa enche' fikir sikap kerajaan terhadap Kominis?

B: Kerajaan tidak chukup keras hati. Selalu lemah hati 'tak mahu terus buat.

A: Amboi! Selalu lemah hati 'tak mahu terus buat? Bagaimana dengan Dharurat?

B: Ia, itu satu chontoh, dan itu dua belas tahun baharu

The Communists intend to dominate the world, and, unfortunately, they are succeeding, either by force or by trickery.

A: And so, what would be your solution?

B: The government must be extremely stern.

A: If they do that, what about world opinion?

B: Many people respect strength more than kindness.

A: You do not expect them to act like brutes?

B: No. But in my opinion, one must fight ruse by ruse and strength by strength.

A: I see it's getting late. We've had a very interesting talk. Thank you, and I'll see you next time.

tamat. Kominis itu bermaksud hendak menjajah dunia, dan, malang-nya, mereka telah berjaya, sama ada dengan chara paksa atau dengan tipu-daya.

A: Dan kalau bagitu bagaimana keputusan enche'?

B: Kerajaan mesti-nya keras hati betul-betul.

A: Kalau di-buat bagitu, bagaimana pula fikiran orang-orang lain dalam dunia?

B: Ramai manusia yang memandang hormat kapada kekuatan daripada kebaikan.

A: Ada-kah enche' menyangka akan di-lakukan ke-kejaman?

B: Tidak. Tetapi pada fikiran saya, tipu mesti di-lawan dengan tipu, kekuatan dengan kekuatan.

A: Saya rasa kita ini 'dah lewat. Seronok betul per-bualan kita ini. Terima kaseh. Lain kali saya akan berjumpa enche' lagi.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

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1. cavalryman
   I'm an old cavalryman and am interested in your division.

2. cavalry corps
   The cavalry corps has close to 19,000 men.

3. infantry division
   I'm also interested in your infantry division.

4. infantry regiments
   It consists of three infantry regiments.

5. infantry battalions
   How are the infantry battalions organized?

6. supporting troops
   They each have three infantry companies and supporting troops.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Organization and Equipment, continued

1. 'askar berkuda
   Saya sa-orang 'askar berkuda yang lama dan saya tertarek-hati kapada ketumbokan 'askar awak.

2. pasokan berkuda
   Pasokan berkuda itu chukup sa-ramai sembilan belas ribu orang sahaja.

3. ketumbokan 'askar berjalan-kaki
   Saya tertarek-hati juga kapada ketumbokan 'askar berjalan-kaki awak.

4. pasokan 'askar berjalan-kaki
   Dia mengandongi tiga pasokan 'askar berjalan-kaki.

5. batalion 'askar berjalan-kaki
   Bagaimana batalion 'askar berjalan-kaki itu di-tubohkan?

6. kumpulan-kumpulan 'askar pembantu
   Tiap-tiap satu batalion ada mempunyai tiga kompeni 'askar berjalan-kaki kumpulan-kumpulan 'askar pembantu.

7. table of organization and equipment
   What is the table of organization and equipment of your company?

8. enlisted
   Six officers and 127 enlisted men.

9. rifle squad
   Now tell me about the rifle squad.

10. weapons platoon
    I don't know much about the rifle squad. I'm in the weapons platoon.

11. ammunition bearers
    Does a weapons platoon have ammunition bearers?

12. rifleman
    Yes. I'm an ammunition bearer, but I want to be a rifleman.

7. susunan pertubohan dan kelengkapan
   Bagaimana-kah susunan pertubohan dan kelengkap-an kompeni awak?

8. 'askar berdaftar
   Enam orang pegawai dan sa-ratus dua puloh tujoh orang 'askar berdaftar.

9. pasokan bersenapang
   Sekarang beri tahu saya fasal pasokan bersenapang.

10. platoon bersenjata
    Saya 'tak berapa tahu fasal pasokan bersenapang.
    Saya dalam platoon bersenjata.

11. pembawa-pembawa peluru
    Ada-kah platoon bersenjata itu mempunyai pem-bawa-pembawa peluru?

12. 'askar bersenapang
    Ya. Saya sa-orang pembawa peluru, tetapi saya hendak jadi 'askar bersenapang.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Apa enche' fikir berkenaan dengan politik antara-bangsa?

B: * * *

A: Mari kita berchakap fasal Kominis, mithal-nya.

B: * * *

A: Apa enche' fikir berkenaan dengan perkembangan-nya?

B: * * *

A: Mengapa enche' berfikir bagitu?

B: * * *

A: Dan kemudian?

B: * * *

A: Ya. Tetapi orang-orang itu tidak tahu betul-betul apa yang ada tersimpan dalam hati Kominis itu yang akan mereka terima.

B: * * *

A: Mengapa enche' selalu sebut "mereka"? Ada-kah enche' fikir tertentu kapada satu-satu?

B: * * *

A: Dan bagi diri enche' sendiri pula, apa enche' fikir da'iyah orang-orang Kominis itu?

B: * * *

A: Dengan chara bagitu apa jadi?

B: * * *

A: Dan apa enche' fikir sikap kerajaan terhadap Kominis?

B: * * *

A: Amboi! Selalu lemah hati 'tak mahu terus buat? Bagaimana dengan Dharurat?

B: * * *

A: Dan kalau bagitu bagaimana keputusan enche'?

B: * * *

A: Kalau di-buat bagitu, bagaimana pula fikiran orang-orang lain dalam dunia?

B: * * *

A: Ada-kah enche' menyangka akan di-lakukan kekejaman?

B: * * *

A: Saya rasa kita ini 'dah lewat. Seronok betul perbualan kita ini. Terima kaseh. Lain kali saya akan berjumpa enche' lagi.

A: * * *

B: Apa yang sa-benar-nya maksud enche'?

A: * * *

B: Apa-nya yang 'nak kita chakapkan?

A: * * *

B: Di-negeri-negeri yang kurang maju, sudah tentu di-situ-lah tempat yang bagus bagi faham Kominis antara-bangsa.

A: * * *

B: Sunggoh pun ada bantuan ekonomi daripada negeri-negeri Barat, tetapi taraf hidup di-negeri-negeri itu maseh sangat rendah.

A: * * *

B: Kemudian, sadikit demi sadikit, orang-orang di-negeri-negeri yang kurang maju itu hilang keper-chayaan. Mereka fikir apa yang ada pada mereka semua-nya 'tak baik. Oleh sebab itu mereka pun di-tarek oleh Kominis.

A: * * *

B: Memang-lah bagitu. Mereka tidak tahu apa yang sa-benar-nya. Tetapi mereka fikir Kominis itu tidak-lah lebeh burok daripada apa yang ada pada mereka sekarang.

A: * * *

B: Oh, tidak, tidak sa-kali-kali. Saya kata "mereka" pada 'am-nya. Bagi diri saya sendiri, saya melihat sa-suatu itu dengan lebeh nyata dan terang.

A: * * *

B: Orang-orang Kominis itu chuba hendak membangkit-kan kachau-bilau dan huru-hara, supaya dengan apa jalan pun mereka boleh menembusi masok. Mereka

mulai daripada dasar bahawa dalam ayer keroh-lah boleh dapat menangkap ikan.

A: * * *

B: Dengan chara bagitu, sampai sekarang, itu suatu kejayaan.

A: * * *

B: Kerajaan tidak chukup keras hati. Selalu lemah hati 'tak mahu terus buat.

A: * * *

B: Ia, itu satu chontoh, dan itu dua belas tahun baharu tamat. Kominis itu bermaksud hendak menjajah dunia, dan, malang-nya, mereka telah berjaya, sama ada dengan chara paksa atau dengan tipu-daya.

A: * * *

B: Kerajaan mesti-nya keras hati betul-betul.

A: * * *

B: Ramai manusia yang memandang hormat kapada kekuatan daripada kebaikan.

A: * * *

B: Tidak. Tetapi pada fikiran saya, tipu mesti di-lawan dengan tipu, kekuatan dengan kekuatan.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Mengapa-kah di-negeri-negeri yang kurang maju, bagus bagi tempat faham Kominis antara-bangsa?
   a. Kerana taraf hidup di-negeri-negeri itu tinggi.
   b. Kerana taraf hidup di-negeri-negeri itu sangat rendah.
   c. Kerana taraf hidup di-negeri-negeri itu sangat baik.
   d. * * *

2. Mengapa-kah orang-orang di-negeri-negeri yang kurang maju itu hilang keperchayaan dan dapat di-tarek oleh Kominis?
   a. Kerana mereka fikir apa yang ada pada mereka semua-nya memuaskan hati.
   b. Kerana mereka fikir apa yang ada pada mereka semua-nya terlalu baik.
   c. Kerana mereka fikir apa yang ada pada mereka semua-nya 'tak baik.
   d. * * *

3. Mengapa orang-orang Kominis itu suka membangkit-kan kachau-bilau dan huru-hara?
   a. Kerana mereka berfikir bahawa dalam ayer keroh-lah boleh dapat menangkap ikan.
   b. Kerana mereka berfikir bahawa dalam ayer jerneh-lah boleh dapat menangkap ikan.
   c. Kerana mereka berfikir bahawa dalam ayer

tenang-lah boleh dapat menangkap ikan.

d. * * *

4. Bagaimana sikap kerajaan terhadap Kominis?
   a. Tidak chukup keras hati, selalu lemah hati, 'tak mahu terus buat.
   b. Tidak chukup tenaga hati, selalu lemah fikiran, 'tak mahu berani.
   c. Tidak chukup senjata, selalu mahu bersenang-senang sahaja.
   d. * * *

5. Tipu mesti di-lawan dengan apa, dan kekuatan mesti di-lawan dengan apa?
   a. Tipu mesti di-lawan dengan baik, dan kekuatan mesti di-lawan dengan kelemahan.
   b. Tipu mesti di-lawan dengan tipu, dan kekuatan mesti di-lawan dengan kekuatan.
   c. Tipu mesti di-lawan dengan kebodohan, dan kekuatan mesti di-lawan dengan lari.
   d. * * *

TRAVEL TO FOREIGN COUNTRIES

A: Tell me, did you ever go abroad?

B: I went to Thailand twice.

A: When was that?

B: Once in 1947 and once in 1958, during the Emergency.

A: Did you take part in the fighting?

B: No. I just traveled.

A: Did you ever spend any time in another foreign country?

B: No, except once, when I was seventeen, I went to Sarawak. Mustafa and I went to Kuching with another friend who had relatives in a village nearby. We visited one of his cousins.

A: How did you go?

Lesson 16

MENGEMBARA KELUAR NEGERI

I. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Katakan kapada saya, pernah-kah enche' pergi keluar negeri?

B: Ada dua kali saya pergi ka-negeri Siam.

A: Bila masa-nya 'tu?

B: Sa-kali dalam tahun sa-ribu sembilan ratus empat puloh tujoh dan sa-kali lagi dalam tahun sa-ribu sembilan ratus lima puloh lapan, pada masa Dharurat.

A: Ada-kah enche' mengambil bahagian dalam pergadohan itu?

B: Tidak. Saya hanya pergi mengembara.

A: Ada-kah pernah enche' tinggal di-negeri asing yang lain?

B: 'Tak pernah. Kechuali sa-kali, pada masa saya berumor tujoh belas tahun, saya telah pergi ka-Sarawak. Mustafa dengan saya telah pergi ka-Kuching dengan sa-orang kawan lain yang ada saudara-nya di-sabuah kampong dekat di-situ. Kami telah pergi melawat sa-orang daripada pupu-nya.

A: Bagaimana jalan-nya enche' pergi itu?

B: By freighter.

A: With your parents' permission?

B: No, without their permission.

A: You weren't caught?

B: No.

A: When exactly did you make that trip?

B: In 1947. During the fasting month. I always try to take part of my vacation during the fasting month.

A: And how did you go?

B: We got a job on a freighter and worked our way. Same thing on the way back.

A: Did you stop at any of the islands?

B: Oh, yes. We stopped at Rhio for a few hours one day, where Mustafa has a couple of friends. One of them decided to go with us.

A: And you had no difficulties in Sarawak?

B: No, no, none at all. But, of course, we didn't go far from Kuching. You should have seen some of the places that friend of Mustafa's took us!

A: Yes, I can well imagine. Beyond that, you never went

B: Dengan menaiki kapal pengangkut barang.

A: Dengan kebenaran ibu-bapa enche'?

B: Tidak. Tidak dengan kebenaran mereka.

A: Tidak-kah enche' kena tangkap?

B: Tidak.

A: Bila yang sa-benar-nya enche' pergi mengembara itu?

B: Dalam tahun sa-ribu sembilan ratus empat puloh tujoh, pada masa bulan puasa. Saya selalu menchuba mengambil sa-bahagian daripada chuti saya itu, kerana sa-suatu pekerjaan, dalam masa bulan puasa.

A: Dan bagaimana jalan-nya enche' pergi itu?

B: Kami dapat kerja dalam sa-buah kapal pengangkut barang, dan dengan bekerja itu dapat-lah kami pergi. Bagitu juga chara-nya dalam perjalanan balek.

A: Ada-kah enche' singgah di-mana-mana pulau?

B: Oh, ya. Pada suatu hari kami telah singgah di-Rhio beberapa jam lama-nya, di-situ ada beberapa orang kawan Mustafa. Sa-orang daripada mereka telah beradzam hendak sama mengikut kami.

A: Dan 'tak ada-kah apa-apa kepayahan yang enche' jumpai di-Sarawak?

B: 'Tak ada, 'tak ada, 'tak ada langsong. Tetapi tentulah kami tidak pergi jauh daripada bandar Kuching. Ada beberapa buah tempat kami telah di-bawakan oleh kawan Mustafa itu, sa-patut-nya enche' tengok tempat-tempat itu.

A: Ya, saya boleh bayangkan dalam fikiran saya.

abroad?

B: That's it.

A: Good. Then we'll go on next time.

---

1. disposition
   Is it true that your mission was to locate the <u>disposition</u> of our troops?

Lampau lagi daripada negeri itu, 'tak pernah-lah enche' pergi keluar negeri, ya?

B: Ya, bagitu-lah.

A: Baik-lah. Lain kali kita sambong lagi.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Patrol Leader

1. tempat kedudokan
   Betul-kah angkatan awak akan menempati tempat kedudokan kumpulan-kumpulan 'askar kami?

2. barbed wire
   Not only the disposition of your troops but your barbed wire.

3. sharpshooters
   Do you have sharpshooters in your unit?

4. light machine gunners
   Not only sharpshooters but light machine gunners as well.

5. "to brief"
   What was the name of the person who "briefed" you?

6. to pass ammunition
   He's a private and an ammunition passer.

7. to read a map
   Can you read a map?

8. road junction
   Certainly. This is a road junction, for example.

9. draw
   Can you see this draw?

10. crossroads
    Not only the draw but the crossroads as well.

11. creek
    What road did you use to get to the creek?

2. tempat berkawat duri
Bukan sahaja tempat kedudokan kumpulan-kumpulan 'askar awak tetapi tempat berkawat duri awak juga.

3. orang-orang penembak tepat
Dalam pasokan awak ada-kah orang-orang penembak tepat?

4. penembak-penembak meriam-jentera kechil
Bukan sahaja orang-orang penembak tepat tetapi penembak-penembak meriam-jentera kechil pun ada.

5. keterangan pendek
Siapa-kah nama orang yang memberi awak keterangan pendek?

6. menyampaikan peluru
Dia sa-orang perebet dan tukang penyampai peluru.

7. memahamkan peta
Tahu-kah awak memahamkan peta?

8. simpang jalan
Dengan tentu. Ini suatu simpang jalan, mithal-nya.

9. lukisan
Nampak-kah awak lukisan ini?

0. persimpangan jalan
Bukan sahaja lukisan itu tetapi persimpangan jalan juga.

1. anak sungai
Apa jalan yang awak ikut hendak pergi ka-anak sungai itu?

12. sketches

I can't find the road on your map. This map is different from my sketches.

12. lukisan-rajah
Saya 'tak jumpa jalan itu dalam peta awak. Peta ini berlainan dengan lukisan-rajah saya.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Katakan kapada saya, pernah-kah enche' pergi keluar negeri?

B: * * *

A: Bila masa-nya 'tu?

B: * * *

A: Ada-kah enche' mengambil bahagian dalam pergadohan itu?

B: * * *

A: Ada-kah pernah enche' tinggal di-negeri asing yang lain?

B: * * *

A: Bagaimana jalan-nya enche' pergi itu?

B: * * *

A: Dengan kebenaran ibu-bapa enche'?

B: * * *

A: Tidak-kah enche' kena tangkap?

B: * * *

A: Bila yang sa-benar-nya enche' pergi mengembara itu?

B: * * *

A: Dan bagaimana jalan-nya enche' pergi itu?

B: * * *

A: Ada-kah enche' singgah di-mana-mana pulau?

B: * * *

A: Dan 'tak ada-kah apa-apa kepayahan yang enche' jumpai di-Sarawak?

B: * * *

A: Ya, saya boleh bayangkan dalam fikiran saya. Lampau lagi daripada negeri itu, 'tak pernah-lah enche' pergi keluar negeri, ya?

B: * * *

A: Baik-lah. Lain kali kita sambong lagi.

A: * * *

B: Ada dua kali saya pergi ka-negeri Siam.

A: * * *

B: Sa-kali dalam tahun sa-ribu sembilan ratus empat puloh tujoh dan sa-kali lagi dalam tahun sa-ribu sembilan ratus lima puloh lapan, pada masa Dharurat.

A: * * *

B: Tidak. Saya hanya pergi mengembara.

A: * * *

B: 'Tak pernah. Kechuali sa-kali, pada masa saya berumor tujoh belas tahun, saya telah pergi ka-Sarawak. Mustafa dengan saya telah pergi ka-Kuching dengan sa-orang kawan lain yang ada saudara-nya di-sabuah kampong dekat di-situ. Kami telah pergi melawat sa-orang daripada pupu-nya.

A: * * *

B: Dengan menaiki kapal pengangkut barang.

A: * * *

B: Tidak. Tidak dengan kebenaran mereka.

A: * * *

B: Tidak.

A: * * *

B: Dalam tahun sa-ribu sembilan ratus empat puloh tujoh, pada masa bulan puasa. Saya selalu menchuba mengambil sa-bahagian daripada chuti saya itu, kerana sa-suatu pekerjaan, dalam masa bulan puasa.

A: * * *

B: Kami dapat kerja dalam sa-buah kapal pengangkut barang, dan dengan bekerja itu dapat-lah kami pergi. Bagitu juga chara-nya dalam perjalanan balek.

A: * * *

B: Oh, ya. Pada suatu hari kami telah singgah di-Rhio beberapa jam lama-nya, di-situ ada beberapa orang kawan Mustafa. Sa-orang daripada mereka telah beradzam hendak sama mengikut kami.

A: * * *

B: 'Tak ada, 'tak ada, 'tak ada langsong. Tetapi tentu-lah kami tidak pergi jauh daripada bandar Kuching. Ada beberapa buah tempat kami telah di-bawakan oleh kawan Mustafa itu, sa-patut-nya enche' tengok tempat-tempat itu.

A: * * *

B: Ya, bagitu-lah.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Berapa kali Ahmad telah pergi ka-negeri Israel?
   a. Dua puloh kali.
   b. Dua belas kali.
   c. Dua kali.
   d. * * *

2. Pada tahun-tahun berapa Ahmad telah pergi ka-negeri Israel itu?
   a. Tahun sa-ribu sembilan ratus lima puloh tujoh, dan tahun sa-ribu sembilan ratus enam puloh.
   b. Tahun sa-ribu sembilan ratus empat puloh tujoh, dan tahun sa-ribu sembilan ratus lima puloh lapan.
   c. Tahun sa-ribu sembilan ratus, dan tahun sa-ribu sembilan ratus enam puloh satu.
   d. * * *

3. Siapa-kah nama kawan Ahmad pergi berkelah berjalan-jalan ka-Balbek itu?
   a. Mushtari.
   b. Muhammad Ali.
   c. Mustafa.
   d. * * *

4. Ayah Ahmad biasa menutup kedai pada hari apa?
   a. Pada hari Kerismas.
   b. Pada hari Tahun Baharu.
   c. Pada Hari Easter.
   d. * * *

5. Ahmad dengan Mustafa di-bawa oleh kawan Mustafa menyeberang sempadan itu ikut jalan-jalan yang bagaimana?
   a. Ikut jalan-jalan raya.

c. Singgah di-Pulau Rhio.
d. * * *

ABILITY TO SPEAK FOREIGN LANGUAGES

A: How many languages do you speak, Mr. Ahmad? You'll allow me to call you "awak," won't you?

B: Sure, sure, naturally. If you want, you can call me "Mat" only. Everybody calls me that.

A: All right. How many languages can you speak?

B: Well, I speak Malay, I speak English, and I also speak a little Arabic.

A: Three languages? Not bad. Where did you study all these languages?

B: What makes you think I studied them?

A: What's that? You didn't ever study them?

B: English, yes, at school. As to Malay, I've always spoken it. My father's mother was Arabic, and she's the one who taught me a little Arabic. That way, by speaking, you see.

Lesson 17

KEBOLEHAN BERCHAKAP BAHASA ASING

I. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Dalam berapa jenis bahasa awak boleh berchakap, Enche' Ahmad? Benarkan-lah saya memanggil "awak" sahaja, boleh?

B: Boleh, memang boleh. Kalau awak mahu, awak boleh panggil saya "Mat" sahaja pun boleh. Semua orang panggil saya bagitu.

A: B'aik-lah. Berapa jenis bahasa awak boleh berchakap?

B: Saya boleh berchakap dengan bahasa Melayu. Saya boleh berchakap bahasa Inggeris, dan juga sadikit-sadikit bahasa Arab.

A: Tiga jenis bahasa? Oh, itu bagus. Di-mana awak belajar semua bahasa-bahasa itu?

B: Mengapa pula awak memikirkan saya belajar bahasa-bahasa itu?

A: Ha, mengapa? 'Tak pernah-kah awak belajar bahasa-bahasa itu?

B: Bahasa Inggeris, ya, saya pelajari di-sekolah. Bahasa Melayu, kerana saya selalu berchakap dengan bahasa itu. Emak kapada ayah saya sa-orang Arab. Dan dia-lah yang mengajar saya bahasa Arab sa-

A: Did you learn all your English at school?

B: Almost all, yes. But I also learned a good deal talking with English people and people who speak English.

A: Did you speak Arabic only with your grandmother?

B: No. A little with my father, too, from time to time, and also with some relatives on my grandmother's side.

A: Let's investigate a little the extent of your knowledge of these languages. Can you both read and write?

B: Oh, certainly.

A: In Malay, for instance?

B: Sure. It's my native language. I think I have as good a mastery as anybody at all in my social level.

A: And what about English?

B: Oh, that's my second language, after all. I learned it at school, as I told you. But just the same, I make many mistakes in spelling.

A: And Arabic?

dikit-sadikit. Bagitu-lah chara-nya, dengan jalan berchakap.

A: Bahasa Inggeris awak 'tu, semua-nya awak pelajari di-sekolah?

B: Ya, hampir-hampir semua-nya. Tetapi banyak pula saya belajar berchakap bahasa itu dengan orang-orang Inggeris dan dengan orang-orang yang tahu berchakap Inggeris.

A: Ada-kah awak berchakap bahasa Arab itu dengan nenek awak sahaja?

B: Tidak. Dari sa-masa ka-samasa, ada juga sadikit-sadikit dengan ayah saya, dan juga dengan beberapa orang saudara sa-belah nenek saya.

A: Mari kita siasat sadikit perkembangan pengetahuan awak berkenaan dengan bahasa-bahasa itu. Boleh-kah awak membacha dan menulis bahasa-bahasa itu?

B: Oh, tentu-lah boleh.

A: Bahasa Melayu, mithal-nya, boleh?

B: Tentu-lah boleh. Itu bahasa anak-negeri-negeri saya. Saya fikir dalam bahasa ini, saya tahu dengan baik dan boleh menguasai-nya saperti siapa-siapa juga orang lain yang sa-taraf dengan tingkatan masharakat saya.

A: Bagaimana pula dengan bahasa Inggeris?

B: Oh, itu bahasa yang kedua bagi saya daripada lain-lain semua-nya itu. Saya pelajari bahasa itu di-sekolah, saperti saya katakan kapada awak tadi. Tetapi sama juga-lah saperti orang lain, saya banyak membuat kesilapan dalam ejaan-nya.

A: Dan bahasa Arab?

B: That language I know only rather slightly.

A: Can you read and write Arabic?

B: No, I know the letters, but I really can't read.

A: All right. I think that's enough for today.

B: Bahasa itu saya ketahui hanya sadikit sahaja.

A: Boleh-kah awak membacha dan menulis bahasa Arab?

B: 'Tak boleh. Huruf-nya sahaja yang saya tahu. Tetapi yang sa-benar-nya saya 'tak boleh membacha-nya.

A: Bagus-lah. Saya fikir chukup-lah itu untok hari ini.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

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1. ciphers
   When you send messages, do you use codes or ciphers?

2. map coordinates
   We use codes only when we send map coordinates or something like that.

3. reverse slope
   Are the radios located on the reverse slope?

4. wire net
   Yes, although we are having trouble with the wire net.

5. double net
   You use a double net, don't you?

6. direct lines
   Yes. There are direct lines to the forward observers.

7. frequency-modulated
   Your radios are frequency-modulated, aren't they?

8. amplitude-modulated
   No, they're amplitude-modulated.

9. fire requests
   Were you handling fire requests from the forward observers?

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Radio Operator

1. tulisan rahasia
   Apabila awak menghantar utusan, ada-kah awak pakai ka'edah kod atau tulisan rahasia?

2. peta penyama
   Apabila kami menghantar peta penyama atau sa-umpama itu kami pakai ka-edah kod sahaja.

3. churaman di-sa-belah lain
   Ada-kah radio-radio di-tempatkan pada churaman di-sa-belah lain?

4. jaring dawai
   Ya, walau pun kami payah di-sebabkan oleh jaring dawai.

5. jaring berlapis
   Awak gunakan jaring berlapis, bukan?

6. jalan terus
   Ya, ada jalan terus sampai ka-pemerhati di-hadapan.

7. penyesuaian frikuensi
   Radio awak ada penyesuaian frikuensi, bukan?

8. penyesuaian besar-kechil bunyi
   'Tak ada, radio itu ada penyesuaian besar-kechil bunyi.

9. permintaan menembak
   Ada-kah awak menerima permintaan menembak daripada pemerhati di-hadapan?

10. wire
Yes, although the wire was in bad condition.

11. radio reception
What effect did the weather have on radio reception?

12. to lose contact
We lost contact until the storm was over.

10. kawat-kawat
Ya, walau pun kawat-kawat dalam keadaan yang tiada baik.

11. penerimaan radio
Apa-kah kesan yang di-dapati pada penerimaan radio oleh keadaan hawa?

12. putus perhubongan
Putus perhubongan kami kalau ada ribut.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Dalam berapa jenis bahasa awak boleh berchakap, Enche' Ahmad? Benarkan-lah saya memanggil "awak" sahaja, boleh?

B: * * *

A: Baik-lah. Berapa jenis bahasa awak boleh ber-chakap?

B: * * *

A: Tiga jenis bahasa? Oh, itu bagus. Di-mana awak belajar semua bahasa-bahasa itu?

B: * * *

A: Ha, mengapa? 'Tak pernah-kah awak belajar bahasa-bahasa itu?

B: * * *

A: Bahasa Inggeris awak 'tu, semua-nya awak pelajari di-sekolah?

B: * * *

A: Ada-kah awak berchakap bahasa Arab itu dengan nenek awak sahaja?

B: * * *

A: Mari kita siasat sadikit perkembangan pengetahuan awak berkenaan dengan bahasa-bahasa itu. Boleh-kah awak membacha dan menulis bahasa-bahasa itu?

B: * * *

A: Bahasa Melayu, mithal-nya, boleh?

B: * * *

A: Bagaimana pula dengan bahasa Inggeris?

B: * * *

A: Dan bahasa Arab?

B: * * *

A: Boleh-kah awak membacha dan menulis bahasa Arab?

B: * * *

A: Bagus-lah. Saya fikir chukup-lah itu untok hari ini.

A: * * *

B: Boleh, memang boleh. Kalau awak mahu, awak boleh panggil saya "Mat" sahaja pun boleh. Semua orang panggil saya bagitu.

A: * * *

B: Saya boleh berchakap dengan bahasa Melayu. Saya boleh berchakap bahasa Inggeris, dan juga sadikit-sadikit bahasa Arab.

A: * * *

B: Mengapa pula awak memikirkan saya belajar bahasa-bahasa itu?

A: * * *

B: Bahasa Inggeris, ya, saya pelajari di-sekolah. Bahasa Melayu, kerana saya selalu berchakap dengan bahasa itu. Emak kapada ayah saya orang Arab. Dan dia-lah yang mengajar saya bahasa Arab sa-dikit-sadikit. Bagitu-lah chara-nya, dengan jalan berchakap.

A: * * *

B: Ya, hampir-hampir semua-nya. Tetapi banyak pula saya belajar berchakap bahasa itu dengan orang-orang Inggeris dan dengan orang-orang yang tahu berchakap Inggeris.

A: * * *

B: Tidak. Dari sa-masa ka-samasa, ada juga

sadikit-sadikit dengan ayah saya, dan juga dengan beberapa orang saudara sa-belah nenek saya.

A: * * *

B: Oh, tentu-lah boleh.

A: * * *

B: Tentu-lah boleh. Itu bahasa anak-negeri-negeri saya. Saya fikir dalam bahasa ini, saya tahu dengan baik dan boleh menguasai-nya saperti siapa-siapa juga orang lain yang sa-taraf dengan tingkatan masharakat saya.

A: * * *

B: Oh. Itu bahasa yang kedua bagi saya daripada lain-lain semua-nya itu. Saya pelajari bahasa itu di-sekolah, saperti saya katakan kapada awak tadi. Tetapi sama juga-lah saperti orang lain, saya banyak membuat kesilapan dalam ejaan-nya.

A: * * *

B: Bahasa itu saya ketahui hanya sadikit sahaja.

A: * * *

B: 'Tak boleh. Huruf-nya sahaja yang saya tahu. Tetapi yang sa-benar-nya saya 'tak boleh mem-bacha-nya.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Ahmad boleh berchakap dalam berapa jenis bahasa?
   a. Tiga jenis bahasa.
   b. Empat jenis bahasa.
   c. Dua jenis bahasa.
   d. * * *

2. Bahasa-bahasa apa?
   a. Bahasa-bahasa Inggeris, Jerman dan Italian.
   b. Bahasa-bahasa Peranchis, China dan Jepun.
   c. Bahasa-bahasa Melayu, Inggeris dan Arab.
   d. * * *

3. Di-antara ketiga-tiga bahasa itu, bahasa apa yang di-pelajari oleh Ahmad di-sekolah?
   a. Bahasa Arab.
   b. Bahasa Peranchis.
   c. Bahasa Inggeris.
   d. * * *

4. Ahmad selalu berchakap dengan bahasa apa?
   a. Dia selalu berchakap dengan bahasa Melayu.
   b. Dia selalu berchakap dengan bahasa Peranchis.
   c. Dia selalu berchakap dengan bahasa Arab.
   d. * * *

5. Nenek Ahmad itu orang bangsa apa?
   a. Orang bangsa Inggeris.

b. Orang bangsa Amerikan.
c. Orang bangsa Arab.
d. * * *

MARRIAGE

A: I understand you're married. When and where did you first meet your wife before you were married?

B: It's hard to tell you when, exactly. I've known Jamilah since childhood — more precisely, since the time we were still living in Kampong Gelam. She is my cousin, too, but a distant cousin.

A: Can you tell me when and where you got married?

B: We got married in Pasir Panjang, in the middle of 1951.

A: Can you give me a more exact date?

B: Mm, I think it was about mid-May.

A: Don't you remember your wedding date?

B: Not worth the trouble. But I believe my wife sees to it.

A: Was your marriage performed by a priest?

Lesson 18

PERKAHWINAN
BAHAGIAN PERTAMA

1. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Saya dapat tahu awak sudah kahwin. Bila dan di-mana mula-nya awak berkenalan dengan isteri awak itu sa-belum awak kahwin?

B: Payah saya hendak menyatakan kapada awak bila yang sa-benar-nya. Saya 'dah kenal Jamilah itu sejak saya kechil-kechil dahulu — lebeh tepat lagi sejak kami tinggal di-Kampong Gelam dahulu. Dia 'tu pupu saya juga, tetapi pupu jauh-lah.

A: Boleh awak beri tahu saya, bila dan di-mana awak kahwin?

B: Kami kahwin di-Pasir Panjang, dalam pertengahan tahun sa-ribu sembilan ratus lima puloh satu.

A: Boleh-kah awak sebut tarikh-nya yang tepat?

B: Hm, saya fikir lebeh kurang dalam pertengahan bulan bulan May.

A: Ingat-kah awak tarikh istiadat perkahwinan awak di-jalankan?

B: Ah, saya 'tak berapa ambil berat. Tetapi saya per-chaya isteri saya tahu.

A: Jadi, kadhi-lah yang menikahkan awak?

B: Yes. A priest.

A: What is your wife's full name?

B: Jamilah binti Sulaiman.

A: When and where was she born? Can you tell me?

B: She was born at Kampong Baharu, Singapore, in 1931.

A: But you don't remember the exact date, is that right?

B: That's another thing. My wife always gives me trouble because I don't remember her birthday.

A: What sort of education does she have?

B: She finished elementary school.

A: How many years did she attend school?

B: From about the age of six to the age of thirteen. Figure it yourself.

A: That means about 1937 to 1944, right?

B: Something like that.

A: That's enough for today. We'll continue next time.

B: Ya. Kadhi.

A: Siapa nama penoh isteri awak itu?

B: Jamilah binti Sulaiman.

A: Bila dan di-mana pula isteri awak itu di-peranak-kan? Boleh-kah awak katakan kapada saya?

B: Dia telah di-peranakkan di-Kampong Baharu Singa-pura dalam tahun sa-ribu sembilan ratus tiga puloh satu.

A: Tetapi awak 'tak ingat tarikh-nya yang chukup, bukan?

B: Itu pun satu hal lagi. Isteri saya selalu menyusahkan saya, kerana saya 'tak ingat hari dia di-peranakkan.

A: Bagaimana hal-nya persekolahan isteri awak itu?

B: Dia lulus sekolah rendah.

A: Berapa tahun lama-nya dia bersekolah?

B: Daripada dia berumor lebeh kurang enam tahun, sampai umor tiga belas tahun. Awak sendiri-lah kira.

A: Itu, jadi-lah lebeh kurang dari tahun sa-ribu sem-bilan ratus tiga puloh tujoh sampai sa-ribu sembilan ratus empat puloh empat, betul?

B: Lebeh kurang bagitu-lah.

A: Jadi-lah sa-banyak itu hari ini. Lain kali kita terus-kan lagi.

---

1. time of capture
   What was your mission at the time of capture?
2. to reconnoiter
   I was reconnoitering the roads to see if they were O. K. for tanks.
3. concrete bridge
   In what condition was that concrete bridge?
4. side-by-side
   Fine. Two tanks went across side-by-side.
5. military activities

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Reconnaissance

1. masa tertangkap
   Apa kerja awak pada masa awak tertangkap?

2. meninjau
   Saya sedang meninjau menengok jalan-jalan raya kalau-kalau kereta-kereta kebal boleh lalu.

3. jambatan batu
   Bagaimana keadaan jambatan batu itu?

4. sa-iring sa-belah menyebelah
   Bagus. Dua buah kereta-kebal lalu sa-iring sa-belah menyebelah.

5. kerja-kerja tentera

What other military activities did you notice?

6. ford
   We were trying to find a ford suitable for tanks.

7. to accomplish a mission
   Was your mission accomplished?

8. to be taken prisoner
   No, I was taken prisoner.

9. "to knock out"
   We "knocked out" the concrete bridge, didn't we?

10. wooden bridge
    Yes, but we used the wooden bridge.

11. single-track railroad bridge
    Didn't you also use the single-track railroad bridge?

12. to hold
    No, because it only held one tank at a time.

Apa ada lain kerja-kerja tentera yang awak nampak?

6. tempat menyeberang
   Kami chuba menchari suatu tempat menyeberang yang sesuai bagi kereta-kereta kebal.

7. kerja di-selesaikan
   Sudah-kah kerja awak di-selesaikan?

8. di-ambil jadi orang tawanan
   Tidak. Saya telah di-ambil jadi orang tawanan.

9. "robohkan"
   Telah kami robohkan jambatan batu itu, bukan-kah bagitu?

10. jambatan kayu
    Ya. Tetapi kami pakai jambatan kayu.

11. jambatan kereta-api satu lorong
    Tidak-kah awak gunakan juga jalan kereta-api satu lorong itu?

12. boleh muat
    Tidak. Kerana jalan itu hanya boleh muat sa-buah kereta-kebal sahaja sa-kali lalu.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Saya dapat tahu awak sudah kahwin. Bila dan di-mana mula-nya awak berkenalan dengan isteri awak itu sa-belum awak kahwin?

B: * * *

A: Boleh awak beri tahu saya, bila dan di-mana awak kahwin?

B: * * *

A: Boleh-kah awak sebut tarikh-nya yang tepat?

B: * * *

A: Ingat-kah awak tarikh istiadat perkahwinan awak di-jalankan?

B: * * *

A: Jadi, kadhi-lah yang menikahkan awak?

B: * * *

A: Siapa nama penoh isteri awak itu?

B: * * *

A: Bila dan di-mana pula isteri awak itu di-peranak-kan? Boleh-kah awak katakan kapada saya?

B: * * *

A: Tetapi awak 'tak ingat tarikh-nya yang chukup, bukan?

B: * * *

A: Bagaimana hal-nya persekolahan isteri awak itu?

B: * * *

A: Berapa tahun lama-nya dia bersekolah?

B: * * *

A: Itu, jadi-lah lebeh kurang dari tahun sa-ribu sembilan ratus tiga puloh tujoh sampai sa-ribu sembilan ratus empat puloh empat, betul?

B: * * *

A: Jadi-lah sa-banyak itu hari ini. Lain kali kita teruskan lagi.

A: * * *

B: Payah saya hendak menyatakan kapada awak bila yang sa-benar-nya. Saya 'dah kenal Jamilah itu sejak saya kechil-kechil dahulu — lebeh tepat lagi sejak kami tinggal di-Kampong Gelam dahulu. Dia 'tu pupu saya juga, tetapi pupu jauh-lah.

A: * * *

B: Kami kahwin di-Pasir Panjang, dalam pertengahan tahun sa-ribu sembilan ratus lima puloh satu.

A: * * *

B: Hm, saya fikir lebeh kurang dalam pertengahan bulan May.

A: * * *

B: Ah, saya 'tak berapa ambil berat. Tetapi saya perchaya isteri saya tahu.

A: * * *

B: Ya. Kadhi.

A: * * *

B: Jamilah binti Sulaiman.

A: * * *

B: Dia telah di-peranakkan di-Kampong Baharu Singapura dalam tahun sa-ribu sembilan ratus tiga puloh satu.

A: * * *

B: Itu pun satu hal lagi. Isteri saya selalu menyusahkan saya, kerana saya 'tak ingat hari dia di-peranakkan.

A: * * *

B: Dia lulus sekolah rendah.

A: * * *

B: Daripada dia berumor lebeh kurang enam tahun, sampai umor tiga belas tahun. Awak sendiri-lah kira.

A: * * *

B: Lebeh kurang bagitu-lah.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Siapa-kah nama penoh-nya isteri Ahmad itu?
   a. Ramlah binti Muhammad.
   b. Kamilah binti Shamsuddin.
   c. Jamilah binti Sulaiman.
   d. * * *

2. Di-mana-kah Ahmad telah kahwin dengan Jamilah?
   a. Di-Pasir Ris.
   b. Di-Pasir Pelangi.
   c. Di-Pasir Panjang.
   d. * * *

3. Apa-kah nama jawatan orang yang menikahkan Ahmad dengan Jamilah?
   a. Nama jawatan-nya Kadhi.
   b. Nama jawatan-nya Imam.
   c. Nama jawatan-nya Tok Siak.
   d. * * *

4. Di-mana-kah Jamilah di-peranakkan?
   a. Di-Kampong Melayu, Singapura.
   b. Di-Kampong Baharu, Singapura.
   c. Di-Kampong Jawa, Singapura.
   d. * * *

5. Jamilah lulus sekolah apa?
   a. Dia lulus sekolah rendah.

b. Dia lulus sekolah menengah.
c. Dia lulus sekolah tinggi.
d. * * *

MARRIAGE

A: Tell me, please, was your wife ever a member of any organi-
zation?

B: So far as I know, no.

A: Absolutely no moyement, no party?

B: Nothing at all.

A: Was your wife ever married before she married you?

B: What sort of questions are you asking me?

A: If you don't mind, answer the question without comment.

B: No. She wasn't married formerly.

A: Do you have any children?

B: I do. God be praised.

A: Can you give me their names and birth dates?

Lesson 19

PERKAHWINAN
BAHAGIAN KEDUA

I. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Sila beri tahu saya, ada-kah pernah isteri awak menjadi ahli dalam sa-barang pertubohan atau sa-barang apa parti pun?

B: Sa-tahu saya, 'tak ada.

A: Betul-betul 'tak ada apa-apa pergerakan, 'tak ada parti?

B: 'Tak ada sa-kali-kali.

A: Ada-kah isteri awak pernah berkahwin sa-belum berkahwin dengan awak?

B: Apa jenis pertanyaan yang awak tanyakan ini?

A: Kalau awak 'tak gusar, jawab-lah pertanyaan itu, dengan tiada apa-apa ulasan.

B: 'Tak ada. 'Tak pernah pun dia kahwin.

A: Ada-kah awak mempunyai anak?

B: Ya, ada. Al-hamdulillah.

A: Boleh-kah awak beri tahu saya nama-nama dan tarikh-tarikh mereka di-peranakkan?

B: The eldest is Yusuf. He was born in the autumn of 1952. But I swear, I don't remember the exact date.

A: Where was he born?

B: In Kampong Baharu.

A: Good. Go on.

B: Yunus was born on May 1, 1954, exactly, because that's the workers' holiday among us.

A: Any more, except for these two boys?

B: Oh, yes. The smallest one is named Jasmin, a girl. And she was born on September 21, 1957.

A: All your children were born at Kampong Baharu, right?

B: Yes, that's right.

A: Was your wife ever separated from you for any length of time?

B: Yes, once, when she went to her elder sister's house in Penang for a week, because her sister was seriously ill.

A: And now your wife lives with you, is that right?

B: That's a funny question. Where else should she live?

B: Yang tua Yusuf nama-nya, dia di-peranakkan dalam musim buah tahun sa-ribu sembilan ratus lima puloh dua. Tetapi, sumpah, saya 'tak ingat tarikh-nya yang tepat.

A: Di-mana dia di-peranakkan?

B: Di-Kampong Baharu.

A: Baik-lah. Cherita-lah terus.

B: Yunus di-peranakkan betul-betul pada satu hari-bulan May tahun sa-ribu sembilan ratus lima puloh empat. Itu saya tahu, kerana pada hari itu hari chuti di-antara kami orang-orang pekerja.

A: Lain daripada kedua orang anak laki-laki itu, ada lagi?

B: Oh, ada. Yang kechil sa-kali nama-nya Jasmin, perempuan. Dan dia telah di-peranakkan pada dua puloh satu haribulan September tahun sa-ribu sembilan ratus lima puloh tujoh.

A: Betul-kah semua anak-anak awak itu di-peranakkan di-Kampong Baharu?

B: Ya, itu betul.

A: Ada-kah pernah isteri awak lama-lama berjauhan dengan awak?

B: Ya, ada sa-kali dahulu. Dia pergi ka-rumah kakak-nya di-Pulau Pinang sa-lama sa-minggu, kerana kakak-nya itu sakit terok.

A: Dan sekarang tentu-lah isteri awak tinggal bersama-sama dengan awak, bukan?

B: Itu suatu pertanyaan yang pelik. Ka-mana lagi dia hendak tinggal?

A: Good. Good. I have no more questions about your marriage.

---

1. identity card
   Since you lost your identity card, we must ask you some questions about yourself.

2. serial number
   I'm a private first class. My serial number is 37 042 814.

A: Baik-lah, baik-lah. 'Tak ada apa-apa lagi pertanyaan saya berkenaan dengan perkahwinan awak.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Rifleman

1. kad pengenalan
   Sejak awak hilangkan kad pengenalan awak, saya mesti tanya awak beberapa pertanyaan berkenaan dengan diri awak.

2. nombor siri
   Saya sa-orang askar perebet darjah pertama. Nombor siri saya ia-lah tiga tujoh, kosong empat

3. full strength
   What's the full strength of your squad?

4. to guarantee rights
   Before I answer, will you guarantee me my rights as a prisoner?

5. prisoner of war
   As a prisoner of war, you have certain rights.

6. recoilless rifles
   You asked me in the beginning about our recoilless rifles.

7. back-blast
   Yes, you mentioned you were hurt by the back-blast of a bazooka.

8. morale
   Not seriously. My morale is still good.

9. front lines
   How were conditions in the front lines?

10. hot meals
    Fine. We were getting hot meals in the front lines.

11. frontage
    How much frontage did your company have?

12. meters
    I'd say about 350 meters.

dua, lapan satu empat.

3. kekuatan penoh
Berapa-kah kekuatan penoh pasokan awak?

4. menjamin hak-hak
Sa-belum saya jawab, mahu-kah awak menjamin hak-hak saya sa-bagai sa-orang tawanan?

5. orang tawanan perang
Sa-bagai sa-orang orang tawanan perang, awak ada mempunyai hak-hak yang tertentu.

6. senapang 'tak menendang
Pada permulaan-nya awak bertanya kapada saya fasal senapang kita yang 'tak menendang.

7. tendangan-balek
Ya, awak mengatakan awak telah luka oleh tendangan-balek sa-buah bazooka.

8. semangat
Tidak-lah berat sangat. Semangat saya maseh baik.

9. barisan perang hadapan
Bagaimana-kah keadaan di-barisan perang hadapan?

10. makanan yang baru di-sediakan
Bagus. Di-barisan perang hadapan kami dapat makanan yang baru di-sediakan.

11. tanah lapang hadapan
Berapa luas-nya tanah lapang hadapan bagi kompeni awak?

12. meter
Boleh-lah saya katakan lebeh-kurang tiga ratus lima puloh meter.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Sila beri tahu saya, ada-kah pernah isteri awak menjadi ahli dalam sa-barang pertubohan atau sa-barang apa parti pun?

B: * * *

A: Betul-betul 'tak ada apa-apa pergerakan, 'tak ada parti?

B: * * *

A: Ada-kah isteri awak pernah berkahwin sa-belum berkahwin dengan awak?

B: * * *

A: Kalau awak 'tak gusar, jawab-lah pertanyaan itu, dengan tiada apa-apa ulasan.

B: * * *

A: Ada-kah awak mempunyai anak?

B: * * *

A: Boleh-kah awak beri tahu saya nama-nama dan tarikh-tarikh mereka di-peranakkan?

B: * * *

A: Di-mana dia di-peranakkan?

B: * * *

A: Baik-lah. Cherita-lah terus.

B: * * *

A: Lain daripada kedua orang anak laki-laki itu, ada lagi?

B: * * *

A: Betul-kah semua anak-anak awak itu di-peranakkan di-Kampong Baharu?

B: * * *

A: Ada-kah pernah isteri awak lama-lama berjauhan dengan awak?

B: * * *

A: Dan sekarang tentu-lah isteri awak tinggal bersama-sama dengan awak, bukan?

B: * * *

A: Baik-lah, baik-lah. 'Tak ada apa-apa lagi pertanyaan saya berkenaan dengan perkahwinan awak.

A: * * *

B: Sa-tahu saya, 'tak ada.

A: * * *

B: 'Tak ada sa-kali-kali.

A: * * *

B: Apa jenis pertanyaan yang awak tanyakan ini?

A: * * *

B: 'Tak ada. 'Tak pernah pun dia kahwin.

A: * * *

B: Ya, ada. Al-hamdulillah.

A: * * *

B: Yang tùa Yusuf nama-nya, dia di-peranakkan dalam musim buah tahun sa-ribu sembilan ratus lima puloh dua. Tetapi, sumpah, saya 'tak ingat tarikh-nya yang tepat.

A: * * *

B: Di-Kampong Baharu.

A: * * *

B: Yunus di-peranakkan betul-betul pada satu hari-bulan May tahun sa-ribu sembilan ratus lima puloh empat. Itu saya tahu, kerana pada hari itu hari chuti di-antara kami orang-orang pekerja.

A: * * *

B: Oh, ada. Yang kechil sa-kali nama-nya Jasmin, perempuan. Dan dia telah di-peranakkan pada dua puloh satu haribulan September tahun sa-ribu sembilan ratus lima puloh tujoh.

A: * * *

B: Ya, itu betul.

A: * * *

B: Ya, ada sa-kali dahulu. Dia pergi ka-rumah kakak-nya di-Pulau Pinang sa-lama sa-minggu, kerana kakak-nya itu sakit terok.

A: * * *

B: Itu suatu pertanyaan yang pelik. Ka-mana lagi dia hendak tinggal?

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Siapa nama-nya anak yang tua kapada Ahmad dan Jamilah itu?
   a. Nama-nya Yusuf.
   b. Nama-nya Yunus.
   c. Nama-nya Ya'akub.
   d. * * *

2. Siapa nama-nya sa-orang lagi anak laki-laki mereka?
   a. Nama-nya Yahya.
   b. Nama-nya Yunus.

c. Nama-nya Fuad Salim.
d. * * *

3. Siapa nama-nya anak perempuan mereka?
   a. Nama-nya Sarah.
   b. Nama-nya Wahidah.
   c. Nama-nya Jasmin.
   d. * * *

4. Ada sa-minggu lama-nya Jamilah berjauhan dengan suami-nya. Ka-mana Jamilah pergi?
   a. Dia pergi ka-Pulau Jawa.
   b. Dia pergi ka-Pulau Riau.
   c. Dia pergi ka-Pulau Pinang.
   d. * * *

5. Mengapa Jamilah pergi ka-Pulau Pinang?
   a. Kerana melihat abang-nya sakit terok.
   b. Kerana melihat kakak-nya sakit terok.
   c. Kerana melihat adek-nya sakit terok.
   d. * * *

PRESENT CIRCUMSTANCES

A: What is your exact address?

B: It's Jalan Jumat, Kampong Melayu.

A: Doesn't the house have any number?

B: Yes, there is. Number 24.

A: And your present job is Inspector of City Hawkers, is that so?

B: Say, you have a terrific memory.

A: Tell me, do you have any savings?

B: Money set aside, you mean?

A: Yes, yes. Money . . . in the bank, or in the mattress, or anything?

B: You must be kidding. I don't save money. But debts I've got, if you want. Savings I don't have.

A: A lot of debts?

B: Don't ask! A few hundred pounds. I don't remember how much, exactly.

Lesson 20

KEADAAN SEKARANG

1. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Apa alamat rumah awak yang sa-benar-nya?

B: Jalan Jumat, Kampong Melayu.

A: 'Tak ada-kah rumah itu bernombor?

B: Ada. Nombor dua puloh empat.

A: Dan kerja awak sekarang jadi Pemereksa Penjaja-Penjaja di-bandar-raya, ya?

B: Amboi, kuat-nya ingatan awak!

A: Beri tahu saya, ada-kah awak menyimpan wang?

B: Maksud awak, wang simpanan yang di-asingkan?

A: Ya, ya. Wang . . . wang dalam bank, atau di-simpan dalam tilam, atau sa-barang.

B: Awak 'ni hendak mendayakan saya nampak-nya. Saya 'tak ada menyimpan wang. Tetapi hutang ada, kalau awak 'nak tahu. Saya 'tak ada menyimpan wang.

A: Hutang banyak?

B: Ah, 'tak payah-lah sebut! Ada-lah kadar beberapa ratus pound. Saya 'tak ingat banyak-nya yang sa-benar.

A: To whom do you owe money?

B: You think I owe money to one person only? Some to the grocery shop, some to the butcher, some to my father, some to my friend Mustafa. Ah, don't ask!

A: Do you have any documents?

B: You mean, in connection with the debts?

A: No, I mean papers in general. A passport, an identity card - official documents.

B: Well, I have an identity card, of course. I have a driver's license, papers concerning my official job; my N. A. C. membership card, my Labour Federation booklet. What's this in my pocket here? Ah, that's nothing, just my comb. That's all the documents.

A: All right, thank you. Goodbye.

A: Daripada siapa awak berhutang wang itu?

B: Awak fikir daripada sa-orang sahaja saya berhutang? Daripada kedai barang-barang makan sadikit, daripada tukang bantai sadikit, daripada ayah saya sadikit, daripada Mustafa kawan saya sadikit. Ah, 'tak payah tanya-lah!

A: Ada awak menyimpan apa-apa surat mustahak?

B: Maksud awak surat-surat berhubong dengan hutang-hutang itu?

A: Bukan. Maksud saya surat-surat keterangan pada 'am-nya. Surat paspot, kad pengenalan — surat-surat rasmi.

B: Ya. Saya ada sa-keping kad pengenalan, itu tentulah ada. Lagi, saya ada lesen bawa kereta. Surat-surat berkenaan dengan jawatan saya. Kad jadi ahli Persatuan Sukan Kebangsaan. Buku kechil jadi ahli Persekutuan Buroh. Ha, ini apa ada dalam kochek baju saya ini? Ah, 'tak ada apa-apa, sikat rambut saya sahaja. Itu-lah semua surat-surat mustahak.

A: Baik-lah. Terima kaseh. Selamat tinggal.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

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1. to be in reserve
   Did you have a company in reserve?

2. on the line
   No, both our companies were on the line.

3. air cover
   What kind of air cover did you have?

4. unprotected
   None. We were unprotected.

5. mine field
   Did you know how wide the mine field in front of you was?

6. foxholes
   As far as I know, there were no mine fields in front of our foxholes.

7. field of fire
   Did your weapons have a field of fire that included the

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Rifleman, continued

1. simpanan
   Ada-kah awak mempunyai kompeni simpanan?

2. di-garisan perang
   'Tak ada, kedua-dua kompeni kami di-garisan perang.

3. pelindongan udara
   Apa jenis pelindongan udara yang awak ada?

4. tiada pelindongan
   'Tak ada. Kami tiada pelindongan.

5. kawasan berperiok api
   Tahu-kah awak berapa luas kawasan berperiok api di-hadapan awak itu?

6. lubang-kubu
   Sa-tahu saya, 'tak ada kawasan berperiok api di-hadapan lubang-kubu kami.

7. kawasan menembak
   Ada-kah senjata-senjata awak di-tempatkan dalam suatu kawasan menembak yang termasok juga

road?

8. to be camouflaged
   Yes, and they were skillfully camouflaged.

9. bunkers
   Were those bunkers you spoke about for fighting or for living quarters?

10. embrassures
    We had embrassures in them so that we could fight without getting outside.

11. flame throwers
    Do you have flame throwers?

12. to be trapped
    Yes, but we were trapped and couldn't use them.

jalan raya itu?

8. di-samarkan
   Ya. Dan kawasan itu di-samarkan dengan baik.

9. kubu dalam tanah
   Ada-kah kubu dalam tanah yang awak chakapkan itu untok berperang atau untok tempat tinggal?

10. lubang-lubang tempat menembak
    Telah kami adakan lubang-lubang tempat menembak pada kubu itu, jadi, boleh-lah kita berperang dengan 'tak payah keluar.

11. alat penyembor api
    Ada-kah awak mempunyai alat penyembor api?

12. terperangkap
    Ada. Tetapi kami terperangkap dan 'tak boleh-lah kami menggunakan-nya.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Apa alamat rumah awak yang sa-benar-nya?

B: * * *

A: 'Tak ada-kah rumah itu bernombor?

B: * * *

A: Dan kerja awak sekarang jadi Pemereksa Penjaja-Penjaja di-bandar-raya, ya?

B: * * *

A: Beri tahu saya, ada-kah awak menyimpan wang?

B: * * *

A: Ya, ya. Wang . . . wang dalam bank, atau di-simpan dalam tilam, atau sa-barang.

B: * * *

A: Hutang banyak?

B: * * *

A: Daripada siapa awak berhutang wang itu?

B: * * *

A: Ada awak menyimpan apa-apa surat mustahak?

B: * * *

A: Bukan. Maksud saya surat-surat keterangan pada 'am-nya. Surat paspot, kad pengenalan — surat-surat rasmi.

B: * * *

A: Baik-lah. Terima kaseh. Selamat tinggal.

A: * * *

B: Jalan Jumat, Kampong Melayu.

A: * * *

B: Ada. Nombor dua puloh empat.

A: * * *

B: Amboi, kuat-nya ingatan awak!

A: * * *

B: Maksud awak, wang simpanan yang di-asingkan?

A: * * *

B: Awak 'ni hendak mendayakan saya nampak-nya. Saya 'tak ada menyimpan wang. Tetapi hutang ada, kalau awak 'nak tahu. Saya 'tak ada menyimpan wang.

A: * * *

B: Ah, 'tak payah-lah sebut! Ada-lah kadar beberapa ratus pound. Saya 'tak ingat banyak-nya yang sa-benar.

A: * * *

B: Awak fikir daripada sa-orang sahaja saya ber-hutang? Daripada kedai barang-barang makan sa-dikit, daripada tukang bantai sadikit, daripada ayah saya sadikit, daripada Mustafa kawan saya sadikit. Ah, 'tak payah tanya-lah!

A: * * *

B: Maksud awak surat-surat berhubong dengan hutang-hutang itu?

A: * * *

B: Ya. Saya ada sa-keping kad pengenalan, itu tentulah ada. Lagi, saya ada lesen bawa kereta. Surat-surat berkenaan dengan jawatan saya. Kad jadi ahli Persatuan Sukan Kebangsaan. Buku kechil jadi ahli Persekutuan Buroh. Ha, ini apa ada dalam kochek baju saya ini? Ah, 'tak ada apa-apa, sikat rambut saya sahaja. Itu-lah semua surat-surat mustahak.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Apa alamat rumah Ahmad yang sa-benar-nya?
   a. Nombor dua puloh empat, Jalan Jumat, Kampong Melayu.
   b. Nombor empat puloh empat, Jalan Tai Seng, Kampong China.
   c. Nombor sa-belas, Jalan Ishak, Kampong Batak.
   d. * * *

2. Bagaimana-kah keadaan hutang Ahmad itu?
   a. Hutang Ahmad itu sadikit.
   b. Hutang Ahmad itu sangat sadikit.
   c. Hutang Ahmad itu sangat banyak.
   d. * * *

3. Lebeh kurang berpuloh, beratus, atau beribu pound-kah banyak-nya hutang Ahmad itu?
   a. Lebeh kurang berpuloh pound.
   b. Lebeh kurang beratus pound.
   c. Lebeh kurang berpuloh ribu pound.
   d. * * *

4. Ahmad berhutang daripada sa-orang sahaja-kah atau daripada beberapa orang?
   a. Daripada beberapa orang.
   b. Dia tiada berhutang.
   c. Dia belum berhutang.
   d. * * *

5. Ada-kah Ahmad berhutang daripada ayah-nya?
   a. Ahmad ada berhutang daripada ayah-nya.
   b. Ahmad 'tak ada berhutang daripada ayah-nya.
   c. Ahmad belum berhutang daripada ayah-nya.
   d. * * *

NATIONAL POLITICS

A: What do you think of national politics?

B: What do you mean?

A: For instance, do you believe that all the Malaysian countries should form a Malaysian league?

B: That's a hard question. There are advantages as well as drawbacks.

A: Do you believe that the Malaysian countries are entitled to their independence, economic as well as political?

B: It's plain that this is their principal right. Don't you agree?

A: Look, my friend. I'll ask the questions and you answer them. O. K.?

B: O. K.

A: What is the general opinion among the Malays about the government, particularly since the beginning of independence?

Lesson 21

POLITIK KEBANGSAAN

I. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Apa awak fikir berkenaan dengan politik kebangsaan?

B: Apa maksud awak?

A: Sa-bagai mithalan, ada-kah awak fikir semua negeri-negeri Malaysia itu patut di-bentok menjadi suatu perikatan negeri-negeri Malaysia?

B: Itu suatu pertanyaan yang payah hendak menjawab-nya. Ada keuntongan-nya dan ada pula kemundoran-nya.

A: Bersetuju-kah awak bahawa negeri-negeri Malaysia itu berhak kapada kemerdekaan, ekonomi dan politik negeri-negeri itu sendiri?

B: Sudah terang bahawa itu-lah hak-hak-nya yang utama. Tidak-kah awak bersetuju?

A: Chuba dengar kawan. Saya tanya awak dengan pertanyaan-pertanyaan ini dan awak jawab, boleh?

B: Boleh.

A: Bagaimana-kah fikiran ramai di-antara orang-orang Melayu berkenaan dengan kerajaan, khas-nya semenjak mula merdeka?

B: The general opinion of the Malays is that the government is developing our social and economic resources very satisfactorily.

A: Do you think there'll be a war between our country and the Communists?

B: What am I, a prophet? But I'll tell you anyway. I don't think there'll be such a war, but a lot of people in Malaya would not object to the idea.

A: Why would it be worthwhile to have a war with them?

B: Well, there are a lot of people with Communist sympathies.

A: I see. Are they serious about it?

B: Well, the Emergency lasted twelve years, and we still hear Communist ideas expressed.

A: I see you are informed about public opinion. Tell me, what do you think of the current government?

B: The government is doing very well. I hope everyone will give his full cooperation.

A: All right. That's enough.

B: Pada fikiran ramai orang-orang M[illegible]yu ia-itu kerajaan sedang memajukan masharakat dan puncha-puncha ekonomi dengan sangat memuaskan.

A: Ada-kah awak fikir akan berlaku peperangan di-antara negeri kami dengan orang-orang Kominis?

B: Apa awak fikir, saya ini sa-orang nabi? Tetapi walau bagaimana pun biar-lah saya katakan kapada awak. Saya 'tak fikir akan berlaku peperangan sa-perti itu, tetapi ramai orang di-Malaya yang tidak membangkang fikiran itu.

A: Apa-kah keuntongan-nya membangkitkan peperangan dengan mereka itu?

B: Ya-lah, tetapi ramai orang yang bertimbang rasa kapada Kominis.

A: Oh, bagitu. Ada-kah mereka bersunggoh-sunggoh benar fasal itu?

B: Tengok-lah, Dharurat itu dua belas tahun lama-nya baharu dapat di-tamatkan, dan kita maseh mendengar lagi pendapat-pendapat Kominis itu di-tegaskan.

A: Saya perchaya, awak tahu berkenaan dengan fikiran orang ramai. Katakan kapada saya, apa awak fikir berkenaan dengan kerajaan yang ada sekarang?

B: Kerajaan sedang menjalankan kerja-kerja yang sangat baik. Saya harap tiap-tiap orang akan memberikan kerjasama yang sa-penoh-penoh-nya.

A: Baik-lah. Chukup-lah itu.

1. trench
   But the main fighting was in a trench extending around that hill.

2. ambush patrols
   Didn't you also go out on ambush patrols?

3. truck driver
   Not I; I'm a truck driver by profession.

4. vehicle
   What kind of engine does your vehicle have?

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Rifleman, continued

1. parit kubu
   Tetapi pertemporan besar telah berlaku dalam parit kubu sa-panjang berkeliling bukit itu.

2. peronda untok serang hendap
   Tidak-kah awak pergi keluar dengan memakai peronda untok serang hendap?

3. derebar kereta-barang
   Bukan saya. Saya sa-orang derebar kereta-barang itu-lah kerja-pencharian saya.

4. kereta
   Apa jenis injin-nya kereta awak itu?

5. 6 cylinder gasoline engine
   It's a regular 6 cylinder gasoline engine.

6. gravel and dirt roads
   You drove mainly over gravel and dirt roads, didn't you?

7. asphalt roads
   Not always; some were good asphalt roads.

8. heavy weapons
   What heavy weapons were in your area?

9. rocket launchers
   I would say heavy machine guns and a few rocket launchers.

10. left flank
    Wasn't your whole left flank exposed?

11. fence and ditch
    No, there was a big fence and ditch in front of us.

12. interrogation
    That's all. There will be another interrogation tomorrow.

5. injin enam selindar pakai benzen
   Itu betul-betul sa-buah injin enam selindar pakai benzen.

6. jalan-jalan berbatu dan burok
   Awak membawa kereta, terutama melalui jalan-jalan berbatu dan burok, bukan?

7. jalan-jalan minyak tar
   Tidak-lah selalu. Ada juga melalui jalan-jalan minyak tar yang baik.

8. senjata-senjata yang besar
   Apa-kah senjata-senjata yang besar ada dalam kawasan awak?

9. pelanchar roket
   Boleh-lah saya katakan meriam-jentera besar dan beberapa pelanchar roket.

10. sa-belah sayap kiri
    Tidak semua sa-belah sayap kiri terdedah?

11. pagar dan parit
    Tidak. Di-hadapan kami ada pagar dan parit besar.

12. pertanyaan
    Itu-lah sahaja. Besok ada lain pertanyaan.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Apa awak fikir berkenaan dengan politik kebangsa-an?

B: * * *

A: Sa-bagai mithalan, ada-kah awak fikir semua negeri-negeri Malaysia itu patut di-bentok menjadi suatu perikatan negeri-negeri Malaysia?

B: * * *

A: Bersetuju-kah awak bahawa negeri-negeri Malaysia itu berhak kapada kemerdekaan, ekonomi dan politik negeri-negeri itu sendiri?

B: * * *

A: Chuba dengar kawan. Saya tanya awak dengan per-tanyaan-pertanyaan ini dan awak jawab, boleh?

B: * * *

A: Bagaimana-kah fikiran ramai di-antara orang-orang Melayu berkenaan dengan kerajaan, khas-nya semen-jak mula merdeka?

B: * * *

A: Ada-kah awak fikir akan berlaku peperangan di-antara negeri kami dengan orang-orang Kominis?

B: * * *

A: Apa-kah keuntongan-nya membangkitkan peperangan dengan mereka itu?

B: * * *

A: Oh, bagitu. Ada-kah mereka bersunggoh-sunggoh benar fasal itu?

B: * * *

A: Saya perchaya, awak tahu berkenaan dengan fikiran orang ramai. Katakan kapada saya, apa awak fikir berkenaan dengan kerajaan yang ada sekarang?

B: * * *

A: Baik-lah. Chukup-lah itu.

A: * * *

B: Apa maksud awak?

A: * * *

B: Itu suatu pertanyaan yang payah hendak menjawab-nya. Ada keuntongan-nya dan ada pula kemundoran-nya.

A: * * *

B: Sudah terang bahawa itu-lah hak-hak-nya yang utama. Tidak-kah awak bersetuju?

A: * * *

B: Boleh.

A: * * *

B: Pada fikiran ramai orang-orang Melayu ia-itu kerajaan sedang memajukan masharakat dan puncha-

puncha ekonomi dengan sangat memuaskan.

A: * * *

B: Apa awak fikir, saya ini sa-orang nabi? Tetapi walau bagaimana pun biar-lah saya katakan kapada awak. Saya 'tak fikir akan berlaku peperangan sa-perti itu, tetapi ramai orang di-Malaya yang tidak membangkang fikiran itu.

A: * * *

B: Ya-lah, tetapi ramai orang yang bertimbang rasa kapada Kominis.

A: * * *

B: Tengok-lah, Dharurat itu dua belas tahun lama-nya baharu dapat di-tamatkan, dan kita maseh mendengar lagi pendapat-pendapat Kominis itu di-tegaskan.

A: * * *

B: Kerajaan sedang menjalankan kerja-kerja yang sangat baik. Saya harap tiap-tiap orang akan mem-berikan kerjasama yang sa-penoh-penoh-nya.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15

1. Negeri-negeri Malaysia itu berhak-kah kapada kemerdekaan, ekonomi, dan politik-nya?
   a. Ya, berhak. Itu-lah hak-hak-nya yang utama.
   b. Tidak berhak. Kerana hak itu bukan hak-nya.
   c. Boleh jadi berhak. Kerana negeri mereka belum aman.
   d. * * *

2. Bagaimana fikiran ramai orang-orang Melayu berkenaan dengan kerajaan semenjak mula merdeka?
   a. Kerajaan tidak memajukan masharakat dan puncha-puncha ekonomi.
   b. Kerajaan sedang memajukan masharakat dan puncha-puncha ekonomi sangat memuaskan.
   c. Kerajaan sangat mengutamakan hal negeri luar,
   d. * * *

3. Ada-kah awak fikir akan berlaku peperangan di-antara negeri kami dengan Kominis?
   a. Saya 'tak fikir akan berlaku peperangan.
   b. Saya fikir akan berlaku peperangan.
   c. Saya fikir boleh jadi berlaku peperangan.
   d. * * *

4. Berapa lama Dharurat itu baharu dapat di-tamat-kan?
   a. Dua belas tahun.
   b. Sa-puloh tahun.
   c. Lapan tahun.
   d. * * *

5. Ramai-kah orang yang bertimbang rasa dengan Konomis itu?
   a. Ramai.

b. Tiada ramai.
c. 'Tak ada sa-orang pun.
d. * * *

PERSONALITY

A: Do you read newspapers or magazines sometimes?

B: Yes, but most of the time I don't read them completely. I look at the pictures and I read an article here and there.

A: Which are your favorite authors?

B: Keris Mas for the prose and Masuri for poetry.

A: Who are your favorite composers?

B: Xavier Cugat.

A: No, no, I mean classical music.

B: Oh, that. You ask too much, you know. Now and then I may listen to some classical music, but knowing who composes it, that's another question.

A: I see you're not enthusiastic about classical music. What kind of music do you prefer?

Lesson 22

PERIBADI

1. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Kadang-kadang ada-kah awak membacha surat-surat khabar atau majallah-majallah kami?

B: Ya, ada. Tetapi kebanyakan-nya tidak-lah saya bacha habis. Saya tengok gambar-gambar-nya dan saya bacha renchana-nya di-sana sadikit di-sini sadikit.

A: Siapa dia pengarang-pengarang yang awak gemari?

B: Pengarang prosa Keris Mas, pengarang puisi Masuri.

A: Siapa pula penggubah lagu yang awak gemari?

B: Xavier Cugat.

A: Bukan itu, bukan itu. Maksud saya penggubah lagu-lagu kelasik.

B: Oh, itu! Awak tanya saya banyak sangat-lah. Sa-kali sa-kali saya dengar juga lagu-lagu kelasik itu. Tetapi hendak tahukan siapa penggubah-nya, itu suatu perkara lain pula.

A: Saya rasa awak 'ni 'tak bagitu gembira dengan lagu-lagu kelasik. Jenis lagu macham mana yang awak lebeh suka?

B: Well, oriental music, from the Near East . . . and also our folk songs . . . and also South American music.

A: What do you do outside your work?

B: I go either to a movie or to the National Athletic Center.

A: What do you do at the National Athletic Center?

B: Mostly swimming, but I also play soccer occasionally. And sometimes I fool around with dumb-bells.

A: What are your favorite sports?

B: Swimming and soccer.

A: Do you go to pray at the mosque every Friday?

B: Yes, certainly.

A: Do you believe your religion?

B: Yes, that must be.

A: Are you interested in science?

B: Yes, yes, it is interesting, but I don't understand all these things very well, you know.

A: Do you like receptions?

B: Of course. Everybody likes receptions. Now and then we have a little party at home.

A: Then you must also know how to dance?

B: Hm, lagu-lagu timor, maksud saya lagu-lagu dari negeri-negeri Timor Dekat . . . dan juga nyanyian-nyanyian ra'ayat negeri kami . . . dan juga lagu-lagu Amerika Selatan.

A: Apa awak buat di-luar daripada masa awak bekerja?

B: Saya pergi melihat wayang gambar, atau pergi ka-Persatuan Sukan Kebangsaan.

A: Apa awak buat di-Persatuan Sukan Kebangsaan itu?

B: Kebanyakan-nya berenang-lah. Tetapi kadang-kadang saya main bola sepak juga, dan kadang-kadang saya main dumb-bell.

A: Apa dia sukan yang awak lebeh suka?

B: Berenang dan bola sepak.

A: Pergi-kah awak sembahyang ka-masjid tiap-tiap hari Juma'at?

B: Ya, itu sudah tentu.

A: Ada-kah awak perchaya kapada ugama awak?

B: Sudah tentu mesti perchaya.

A: Chenderong-kah awak kapada ilmu sains?

B: Ya, ya. Ilmu itu menarek hati. Tetapi bukan-lah saya chukup tahu semua benda-benda itu.

A: Suka-kah awak berjamu-jamu makan-minum?

B: Tentu-lah suka. Semua orang pun suka berjamu-jamu makan-minum. Kadang-kadang kami meng-adakan jamuan parti kechil-kechil di-rumah.

A: Jadi, tentu-lah awak tahu juga menari?

B: No, only some "ronggeng" dancing.

A: Fine. That's enough for this time. Thank you very much.

---

1. communications officer
   Are you the communications officer for the regiment?

B: Tidak. Tetapi menari ronggeng sadikit-sadikit tahu-lah.

A: Bagus-lah. Chukup-lah bagi kali ini. Terima kaseh banyak-banyak.

II. *Interrogation for Memorization*

See instructions for this section in Lesson 1, page 7.

III. *Interrogation for Listening*

See instructions for this section in Lesson 1, page 7.

IV. *Military Terminology Drill*

See instructions for this section in Lesson 1, page 9.

Special Staff Officer

1. pegawai perhubongan
   Awak-kah pegawai perhubongan bagi pasokan 'askar itu?

2. replacement
   Yes, I'm a new replacement.

3. circuit diagram
   What is a circuit diagram?

4. schematic diagram
   A schematic diagram showing all radio or wire stations.

5. signal platoon
   I am interested in your signal platoon.

6. executive officer
   I just selected the executive officer this morning.

7. "special demolition work"
   What do you include in the term "special demolition work"?

8. to hinder
   Obstacles of all kinds that might hinder the enemy.

9. mess
   Who is responsible for the mess at regiment?

10. supply officer
    The supply officer, who has other functions, too.

11. regimental surgeon
    I suppose you have a regimental surgeon.

12. medical platoon
    Yes, he's in charge of the medical platoon.

2. pengganti
   Ya, saya sa-orang pengganti yang baharu.

3. bagan lingkaran
   Apa-kah dia bagan lingkaran?

4. bagan perenchana
   Suatu bagan perenchana yang menunjokkan segala seteshen radio dan taligerap.

5. platoon semboyan
   Saya tertarek hati dengan platoon semboyan awak.

6. pegawai kerja
   Pagi ini baharu saya pileh pegawai kerja.

7. "kerja peruntohan khas"
   Apa-kah yang di-masokkan dalam istilah "kerja peruntohan khas"?

8. menghalang
   Segala jenis rintangan yang boleh menghalang musoh.

9. tempat makan sama-sama
   Siapa-kah yang bertanggong jawab bagi tempat makan sama-sama dalam pasokan 'askar?

10. pegawai pembekalan
    Pegawai Pembekalan, dan dia ada juga jawatan lain.

11. doktor-belah pasokan 'askar
    Saya agak awak ada doktor belah pasokan 'askar.

12. platoon perubatan
    Ya, dan dia penjaga platoon perubatan.

V. *Interrogation for Review*

See instructions for this section in Lesson 1, page 11.

VI. *Interrogation for Participation*

See instructions for this section in Lesson 1, page 12.

A: Kadang-kadang ada-kah awak membacha surat-surat khabar atau majallah-majallah kami?

B: * * *

A: Siapa dia pengarang-pengarang yang awak gemari?

B: * * *

A: Siapa pula penggubah lagu yang awak gemari?

B: * * *

A: Bukan itu, bukan itu. Maksud saya penggubah lagu-lagu kelasik.

B: * * *

A: Saya rasa awak 'ni 'tak bagitu gembira dengan lagu-lagu kelasik. Jenis lagu macharn mana yang awak lebeh suka?

B: * * *

A: Apa awak buat di-luar daripada masa awak bekerja?

B: * * *

A: Apa awak buat di-Persatuan Sukan Kebangsaan itu?

B: * * *

A: Apa dia sukan yang awak lebeh suka?

B: * * *

A: Pergi-kah awak sembahyang ka-masjid tiap-tiap hari Juma'at?

B: * * *

A: Ada-kah awak perchaya kapada ugama awak?

B: * * *

A: Chenderong-kah awak kapada ilmu sains?

B: * * *

A: Suka-kah awak berjamu-jamu makan-minum?

B: * * *

A: Jadi, tentu-lah awak tahu juga menari?

B: * * *

A: Bagus-lah. Chukup-lah bagi kali ini. Terima kaseh banyak-banyak.

A: * * *

B: Ya, ada. Tetapi kebanyakan-nya tidak-lah saya bacha habis. Saya tengok gambar-gambar-nya dan saya bacha renchana-nya di-sana sadikit di-sini sadikit.

A: * * *

B: Pengarang prosa Keris Mas, pengarang puisi Masuri.

A: * * *

B: Xavier Cugat.

A: * * *

B: Oh, itu! Awak tanya saya banyak sangat-lah. Sa-kali sa-kali saya dengar juga lagu-lagu kelasik itu. Tetapi hendak tahukan siapa penggubah-nya, itu suatu perkara lain pula.

A: * * *

B: Hm, lagu-lagu timor, maksud saya lagu-lagu dari negeri-negeri Timor Dekat . . . dan juga nyanyian-nyanyian ra'ayat negeri kami . . . dan juga lagu-lagu Amerika Selatan.

A: * * *

B: Saya pergi melihat wayang gambar, atau pergi ka-Persatuan Sukan Kebangsaan.

A: * * *

B: Kebanyakan-nya berenang-lah. Tetapi kadang-kadang saya main bola sepak juga, dan kadang-kadang saya main dumb-bell.

A: * * *

B: Berenang dan bola sepak.

A: * * *

B: Ya, itu sudah tentu.

A: * * *

B: Sudah tentu mesti perchaya.

A: * * *

B: Ya, ya. Ilmu itu menarek hati. Tetapi bukan-lah saya chukup tahu semua benda-benda itu.

A: * * *

B: Tentu-lah suka. Semua orang pun suka berjamu-jamu makan-minum. Kadang-kadang kami meng-adakan jamuan parti kechil-kechil di-rumah.

A: * * *

B: Tidak. Tetapi menari ronggeng sadikit-sadikit tahu-lah.

A: * * *

VII. *Interrogation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Siapa-kah pengarang prosa dan pengarang puisi yang di-gemari oleh Ahmad?
   a. Pengarang prosa Keris Mas; pengarang puisi Masuri.
   b. Pengarang prosa Charles Dickens; pengarang puisi Rabindranath Tagore.
   c. Pengarang prosa Han Suyin; pengarang puisi Shakespeare.
   d. * * *

2. Siapa-kah penggubah lagu yang di-gemari oleh Ahmad?
   a. Irving Berlin.
   b. Mozart.
   c. Xavier Cugat.
   d. * * *

3. Apa-kah di-buat oleh Ahmad di-luar daripada masa ia bekerja?
   a. Melihat wayang gambar atau pergi ka-Persatuan Sukan Kebangsaan.
   b. Melihat wayang bangsawan atau pergi ka-kolam berenang.
   c. Melihat wayang sarkis atau pergi ka-kelab malam.
   d. * * *

4. Apa-kah sukan yang lebeh di-sukai oleh Ahmad?
   a. Hockey dan badminton.
   b. Lompat tinggi dan tennis.
   c. Berenang dan bola sepak.
   d. * * *

5. Ahmad pergi sembahyang ka-masjid pada tiap-tiap hari apa?
   a. Hari Ahad.

b. Hari Rabu.
c. Hari Juma'at.
d. * * *

OFFICERS' OBSERVATIONS

A: What do you think of this man?

B: I would say that he is quite an interesting character.

A: Personally, I wouldn't say that he's extraordinary, but . . . what do you think of his personality?

B: He has a good personality. He is well dressed and very clever in his answers.

A: As a matter of fact, his comments confuse me. What do you think of his attitude?

B: He managed very well. He was not at all nervous, although it's true that he had no reason to be nervous.

A: Yes, but you know, there are people who become nervous when a whole lot of questions are asked of them.

B: I have the impression that he's an average type, without much education and without problems.

Lesson 23

PEMERHATIAN PENANYA
BAHAGIAN PERTAMA

I. *Conversation for Listening*

In this and the following lesson, the dialogue occurs between two officers, rather than an officer and a prisoner. In every other way these lessons are like the preceding ones. See instructions for this section in Lesson 1, page 3.

A: Apa awak fikir orang ini?

B: Boleh-lah saya katakan kelakuan-nya sangat menarek perhatian.

A: Saya sendiri 'tak mahu mengatakan dia sa-orang yang luar-biasa, tetapi . . . apa awak fikir peribadi-nya?

B: Peribadi-nya bagus. Dia berpakaian baik dan sangat pandai menjawab pertanyaan-pertanyaan.

A: Yang sa-benar-nya, ulasan-ulasan-nya mengelirukan saya.

B: Bagus benar dia menguruskan kerja. 'Tak ada sadikit pun dia gentar, dan telah nyata 'tak ada yang menyebabkan dia gentar.

A: Ya, itu betul. Tetapi sa-bagai yang awak ketahui, ada orang-orang-nya merasa gentar apabila banyak pertanyaan yang di-tanyakan kapada mereka.

B: Saya berasa dia-nya saperti jenis orang kebanyakan juga. Pelajaran-nya 'tak banyak dan 'tak ada masa-

A: It seemed that he had nothing to hide.

B: That's right. He never contradicted himself, and everything he said coincides quite well. There are still certain little things I don't remember, but they are not important.

A: Anyway, it shows that he thinks logically and that he sees things clearly.

B: That is something else. It is quite possible that on some occasions he forced himself to appear more naive than he really is.

A: That's true. Did you notice that, despite his lack of education, he still had surprising answers, from time to time, especially concerning politics?

B: Yes, I noticed that. Doesn't that make you somewhat doubtful?

A: To tell you the truth, I'm not sure. You never know what to think about those characters. He has very little education, but it is quite probable that he is more familiar with polotics than one of us from a university.

B: Yes, that's quite possible.

'alah-masa'alah yang 'nak di-fikirkan-nya.

A: Nampak-nya 'tak ada apa yang hendak di-sembunyi-kan-nya.

B: Itu betul. Dia 'tak pernah melawan dan segala yang di-chakapkan-nya tepat betul. Ada lagi beberapa perkara kechil yang saya 'tak ingat, tetapi perkara-perkara itu tidak mustahak.

A: Walau bagaimana pun, itu menunjokkan dia berfikir sa-chara lojik dan dia nampak sa-suatu perkara itu dengan nyata.

B: Itu perkara lain-lah. Boleh jadi sangat dalam sa-tengah-sa-tengah perkara di-paksa-nya diri-nya sendiri supaya kelihatan lebeh sederhana daripada keadaan yang sa-benar-nya.

A: Itu betul. Nampak-kah awak, walau pun pelajaran-nya kurang, tetapi dari sa-masa ka-samasa, jawapan yang di-berikan-nya mengejutkan, teru-tama berkenaan dengan politik.

B: Ya, itu saya nampak. Tidak-kah itu menimbulkan [illegible]wak shak?

A: Biar-lah saya berkata terus-terang kapada awak, saya 'tak dapat menentukan-nya. Kita tentu 'tak dapat memikirkan kelakuan orang yang saperti itu. Pelajaran-nya sangat kurang, tetapi boleh jadi dia lebeh biasa dengan politik daripada salah sa-orang kita yang datang dari universiti ini.

B: Ya, itu boleh jadi.

1. intersection
   Were you captured at the intersection of the two rivers?

2. point of land
   No, at the ford in the river at the point of land.

3. channel
   How deep is that channel?

4. crest of the hill
   I have no idea. I was on the crest of the hill.

II. Conversation for Memorization

See instructions for this section in Lesson 1, page 7.

III. Conversation for Listening

See instructions for this section in Lesson 1, page 7.

IV. Military Terminology Drill

See instructions for this section in Lesson 1, page 9.

Terrain Features

1. pertemuan antara
   Ada-kah awak tertangkap di-pertemuan antara dua batang sungai?

2. hujong tanjong
   Tidak. Di-hujong tanjong, pada tempat menyeberang dalam sungai itu.

3. selat
   Berapa dalam selat itu?

4. kemunchak bukit
   Saya 'tak tahu. Masa itu saya ada di-atas kemunchak bukit itu.

5. stream bed
   Describe some terrain features, such as a stream bed.

6. forward slope
   Well, there are some woods on the forward slope of a small hill.

7. ravine
   Isn't there a small valley or ravine nearby?

8. natural caves
   Yes, there's a ravine and there're a lot of natural caves on it.

9. to store ammunition
   Isn't that where you store your ammunition?

10. rations and supplies
    No, only our rations and supplies.

11. defile
    Is there a defile near the ravine?

12. river bed
    Yes, this is where the old river bed is located.

5. dasar anak sungai
   Nyatakan sadikit rupa kawasan itu, saperti dasar anak sungai.

6. churaman yang menonjol keluar
   Ada sadikit hutan pada churaman yang menonjol keluar di-sa-buah bukit kechil.

7. jurang
   Ada-kah lembahan atau jurang kechil dekat di-situ?

8. gua batu betul
   Ya, ada sa-buah jurang dan beberapa banyak gua batu betul di-atas bukit itu.

9. menyimpan peluru
   Bukan-kah di-situ awak menyimpan peluru awak?

10. chatuan dan bekalan
    Bukan. Chatuan dan bekalan kami sahaja.

11. alor
    Ada-kah alor dekat jurang itu?

12. dasar sungai
    Ya, di-sini-lah dahulu tempat-nya dasar sungai yang lama itu.

V. *Conversation for Review*

See instructions for this section in Lesson 1, page 11.

VI. Conversation for Participation

See instructions for this section in Lesson 1, page 12.

A: Apa awak fikir orang ini?

B: * * *

A: Saya sendiri 'tak mahu mengatakan dia sa-orang yang luar-biasa, tetapi . . . apa awak fikir peribadi-nya?

B: * * *

A: Yang sa-benar-nya, ulasan-ulasan-nya mengelirukan saya.

B: * * *

A: Ya, itu betul. Tetapi sa-bagai yang awak ketahui, ada orang-orang-nya merasa gentar apabila banyak pertanyaan yang di-tanyakan kapada mereka.

B: * * *

A: Nampak-nya 'tak ada apa yang hendak di-sembunyikan-nya.

B: * * *

A: Walau bagaimana pun, itu menunjokkan dia berfikir sa-chara lojik dan dia nampak sa-suatu perkara itu dengan nyata.

B: * * *

A: Itu betul. Nampak-kah awak, walau pun pelajaran-nya kurang, tetapi dari sa-masa ka-samasa, jawapan yang di-berikan-nya mengejutkan, terutama berkenaan dengan politik.

B: * * *

A: Biar-lah saya berkata terus-terang kapada awak, saya 'tak dapat menentukan-nya. Kita tentu 'tak dapat memikirkan kelakuan orang yang saperti itu. Pelajaran-nya sangat kurang, tetapi boleh jadi dia lebeh biasa dengan politik daripada salah sa-orang kita yang datang dari universiti ini.

B: * * *

A: * * *

B: Boleh-lah saya katakan kelakuan-nya sangat menarek perhatian.

A: * * *

B: Peribadi-nya bagus. Dia berpakaian baik dan sangat pandai menjawab pertanyaan-pertanyaan.

A: * * *

B: Bagus benar dia menguruskan kerja. 'Tak ada sa-dikit pun dia gentar, dan telah nyata 'tak ada yang menyebabkan dia gentar.

A: * * *

B: Saya berasa dia-nya saperti jenis orang kebanyakan juga. Pelajaran-nya 'tak banyak dan 'tak ada masa-'alah-masa'alah yang 'nak di-fikirkan-nya.

A: * * *

B: Itu betul. Dia 'tak pernah melawan dan segala yang di-chakapkan-nya tepat betul. Ada lagi beberapa perkara kechil yang saya 'tak ingat, tetapi perkara-

perkara itu tidak mustahak.

A: * * *

B: Itu perkara lain-lah. Boleh jadi sangat dalam sa-tengah-sa-tengah perkara di-paksa-nya diri-nya sendiri supaya kelihatan lebeh sederhana daripada keadaan yang sa-benar-nya.

A: * * *

B: Ya, itu saya nampak. Tidak-kah itu menimbulkan awak shak?

A: * * *

B: Ya, itu boleh jadi.

VII. *Conversation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Penanya yang kedua memikirkan peribadi orang itu bagus. Mengapa?
   a. Kerana orang itu berkasut chantek dan ber-chermin mata.
   b. Kerana orang itu selalu bekerja dan suka

menolong orang.
c. Kerana orang itu berpakaian baik dan sangat pandai menjawab pertanyaan-pertanyaan.
d. * * *

2. Bagaimana ulasan-ulasan orang itu pada fikiran penanya pertama?
a. Ulasan-ulasan-nya mengelirukan.
b. Ulasan-ulasan-nya menarek hati.
c. Ulasan-ulasan-nya bagus.
d. * * *

3. Pada fikiran penanya kedua bagaimana orang itu menguruskan kerja?
a. Dia menguruskan kerja malas.
b. Dia menguruskan kerja rajin.
c. Dia menguruskan kerja bagus benar.
d. * * *

4. Pada fikiran penanya pertama, ada orang-orang-nya merasa gentar apabila mengapa?
a. Apabila banyak pertanyaan yang di-tanyakan kapada mereka.
b. Apabila banyak di-jawab pertanyaan mereka.
c. Apabila kurang pertanyaan yang di-tanyakan. kapada mereka.
d. * * *

5. Pada fikiran penanya kedua bagaimana-kah hal-nya segala yang di-chakapkan oleh orang itu?
a. Segala yang di-chakapkan-nya bohong.
b. Segala yang di-chakapkan-nya sedap di-dengar.
c. Segala yang di-chakapkan-nya tepat betul.
d. * * *

OFFICERS' OBSERVATIONS

A: Tell me what you think about his military experience?

B: I can certainly tell you that he is not a general.

A: What was his grade at the time of his discharge? Wait a second so that I can check. He was a corporal.

B: And a driver in an infantry company, if I remember correctly.

A: Yes, that's right. It seems that he has almost no military experience.

B: Don't forget that he is still in the reserves and that he constantly has the opportunity to renew his experiences, no matter how small they may be.

A: And from what he says, it is evident that he is familiar with the continuous changes in the army.

B: Yes, but his knowledge is limited to a very low level. He will know mainly what takes place in his company.

Lesson 24

PEMERHATIAN PENANYA
BAHAGIAN KEDUA

I. *Conversation for Listening*

See instructions for this section in Lesson 1, page 3.

A: Katakan kapada saya, apa awak fikir berkenaan dengan pengalaman-nya dalam hal tentera?

B: Dengan pasti boleh saya katakan kapada awak bahawa dia bukan sa-orang jenderal.

A: Apa pangkat-nya pada masa dia di-lepaskan itu? Nanti sa-bentar biar saya pereksa. Dia sa-orang kopral.

B: Dan jadi derebar dalam kompeni berjalan-kaki, kalau 'tak salah ingatan saya.

A: Ya, itu betul. Nampak-nya dia hampir-hampir 'tak ada pengalaman dalam hal tentera.

B: Jangan lupa, dia maseh orang-simpanan dan sentiasa ada peluang membaharui pengalaman-nya, walau berapa kechil pun pangkat-nya sekarang.

A: Dan daripada apa yang telah di-katakan-nya, itu-lah menjadi dalil menunjokkan bahawa dia sudah biasa dengan perubahan-perubahan dalam tentera darat.

B: Ya-lah. Tetapi pengetahuan-nya terhad kapada peringkat yang rendah sa-kali. Terutama yang akan

A: I think he knows quite well the organization of a company. Grades and duties are quite familiar to him.

B: What about arms? Rifles, sub-machine guns, machine guns and all that?

A: I think he knows how to use them, but as to their operation he knows absolutely nothing.

B: I see here, in your notes, that he was wounded twice, and that he participated in numerous battles.

A: That's right.

B: We can at least say that he knows a lot about fighting.

A: Yes, this is more or less personal experience, and besides, he was never section chief.

B: So, as far as commanding is concerning, zero.

A: Yes, and equally in all that concerns administration.

B: Fairly good experience with combat.

A: And what else? I guess that's all, isn't it?

di-ketahui-nya ia-lah apa yang berlaku dalam kompeni-nya.

A: Saya fikir dia chukup tahu susunan satu-satu kompeni itu. Pangkat-pangkat dan tugas-tugas itu, semua-nya jadi perkara-perkara yang sudah biasa kapada-nya.

B: Apa fikir berkenaan dengan senjata-senjata? Senapang, meriam-jentera kechil, meriam-jentera dan semua-nya itu?

A: Saya fikir dia tahu menggunakan senjata-senjata itu. Tetapi bagaimana selok-belok perkakas-perkakas senjata-senjata itu tentu dia 'tak tahu apa pun.

B: Ini saya nampak, dalam chatatan awak 'ni, dia sudah luka dua kali, dan dia telah mengambil bahagian juga dalam beberapa pertemporan.

A: Itu betul.

B: Sa-kurang-kurang boleh kita katakan banyak yang di-ketahui-nya berkenaan dengan pertemporan dalam peperangan.

A: Ya. Tetapi itu, banyak sadikit-nya, ia-lah pengalaman persaorangan, dan lagi 'tak pernah dia jadi ketua seksen.

B: Jadi, sa-banyak yang mengenai perentahan, mulai daripada sifar.

A: Ya, sama-lah dengan segala yang mengenai pertadbiran.

B: Pengalaman yang agak bagus dalam pertemporan.

A: Dan apa lagi? Saya agak itu sahaja semua-nya, bukan?

1. meadow
   Did you say your platoon was located in this meadow?

2. to be "dug in"
   Yes, and it's well "dug in."

3. swamp
   Don't you have another platoon located in that swamp?

4. marsh
   Yes, and the men don't like it. There's a small stream that runs through the marsh.

II. Conversation for Memorization

See instructions for this section in Lesson 1, page 7.

III. Conversation for Listening

See instructions for this section in Lesson 1, page 7.

IV. Military Terminology Drill

See instructions for this section in Lesson 1, page 9.

Terrain Features, continued

1. padang rumput
   Ada-kah awak mengatakan platoon awak di-tempat-kan di-padang rumput ini?

2. bertapak kuat
   Ya, sudah bertapak kuat.

3. tanah paya
   Ada-kah awak platoon lain di-tempatkan di-tanah paya itu?

4. tanah redang
   Ya, dan 'askar-'askar tidak suka tempat itu. Ada sa-buah sungai kechil melalui tanah redang itu.

5. stone quarry
   I believe your third platoon is located behind that stone quarry.

6. avenues of approach
   Yes, and their weapons cover all avenues of approach.

7. brush and undergrowth
   Isn't there a lot of brush and undergrowth in that meadow?

8. wheat field
   Yes, quite a bit. It used to be a wheat field.

9. clump of trees
   There's a big clump of trees in that area, too, isn't there?

10. scattered dwellings
    Yes, and a few scattered dwellings as well.

11. mountain range
    Isn't that ridge part of a mountain range?

12. butte
    No. Look, there's the regimental command post just behind that small butte.

5. galian batu
   Saya perchaya platoon yang ketiga awak di-tempat-kan di-belakang galian batu itu.

6. leboh raya jalan datang
   Ya, dan senjata-senjata mereka meliputi seluroh leboh raya jalan datang itu.

7. belukar dan semak
   Bukan-kah banyak belukar dan semak di-padang rumput itu?

8. ladang gandum
   Ya, banyak juga. Pernah jadi ladang gandum.

9. tompok pokok-pokok kayu
   Bukan-kah dalam kawasan itu ada juga sa-tompok besar pokok-pokok kayu?

10. tempat tinggal yang bertaboran
    Ya, dan ada juga sadikit tempat tinggal yang bertaboran.

11. banjaran gunong
    Bukan-kah itu bahagian kemunchak sa-buah banjaran gunong?

12. bukit lonjong
    Bukan. Tengok, pusat tempat memerentah pasokan 'askar ada di-belakang sadikit daripada bukit lonjong yang kechil itu.

V. Conversation for Review

See instructions for this section in Lesson 1, page 11.

VI. Conversation for Participation

See instructions for this section in Lesson 1, page 12.

A: Katakan kapada saya, apa awak fikir berkenaan dengan pengalaman-nya dalam hal tentera?

B: * * *

A: Apa pangkat-nya pada masa dia di-lepaskan itu? Nanti sa-bentar biar saya pereksa. Dia sa-orang kopral.

B: * * *

A: Ya, itu betul. Nampak-nya dia hampir-hampir 'tak ada pengalaman dalam hal tentera.

B: * * *

A: Dan daripada apa yang telah di-katakan-nya, itu-lah menjadi dalil menunjokkan bahawa dia sudah biasa dengan perubahan-perubahan dalam tentera darat.

B: * * *

A: Saya fikir dia chukup tahu susunan satu-satu kompeni itu. Pangkat-pangkat dan tugas-tugas itu, semua-nya jadi perkara-perkara yang sudah biasa kapada-nya.

B: * * *

A: Saya fikir dia tahu menggunakan senjata-senjata itu. Tetapi bagaimana selok-belok perkakas-perkakas senjata-senjata itu tentu dia 'tak tahu apa pun.

B: * * *

A: Itu betul.

B: * * *

A: Ya. Tetapi itu, banyak sadikit-nya, ia-lah pengalaman persaorangan, dan lagi 'tak pernah dia jadi ketua seksen.

B: * * *

A: Ya, sama-lah dengan segala yang mengenai pertadbiran.

B: * * *

A: Dan apa lagi? Saya agak itu sahaja semua-nya, bukan?

A: * * *

B: Dengan pasti boleh saya katakan kapada awak bahawa dia bukan sa-orang jenderal.

A: * * *

B: Dan jadi derebar dalam kompeni berjalan-kaki, kalau 'tak salah ingatan saya.

A: * * *

B: Jangan lupa, dia maseh orang-simpanan dan sentiasa ada peluang membaharui pengalaman-nya, walau berapa kechil pun pangkat-nya sekarang.

A: * * *

B: Ya-lah. Tetapi pengetahuan-nya terhad kapada peringkat yang rendah sa-kali. Terutama yang akan di-ketahui-nya ia-lah apa yang berlaku dalam kompeni-nya.

A: * * *

B: Apa fikir berkenaan dengan senjata-senjata? Senapang, meriam-jentera kechil, meriam-jentera dan semua-nya itu?

A: * * *

B: Ini saya nampak, dalam chatatan awak 'ni, dia sudah luka dua kali, dan dia telah mengambil bahagian juga dalam beberapa pertemporan.

A: * * *

B: Sa-kurang-kurang boleh kita katakan banyak yang di-ketahui-nya berkenaan dengan pertemporan dalam peperangan.

A: * * *

B: Jadi, sa-banyak yang mengenai perentahan, mulai daripada sifar.

A: * * *

B: Pengalaman yang agak bagus dalam pertemporan.

A: * * *

VII. *Conversation for Final Review*

See instructions for this section in Lesson 1, page 15.

VIII. *Comprehension Test*

See instructions for this section in Lesson 1, page 15.

1. Pada masa orang itu di-lepaskan, apa pangkat-nya?
   a. Pangkat-nya sarjan.
   b. Pangkat-nya doktor.
   c. Pangkat-nya kopral.
   d. * * *

2. Orang itu jadi derebar dalam kompeni apa?
   a. Dalam kompeni berjalan-kaki.
   b. Dalam kompeni berkuda.
   c. Dalam kompeni meriam jentera.
   d. * * *

3. Mengapa orang itu sentiasa ada peluang membaharui pengalaman-nya walau pun pangkat-nya kechil?
   a. Kerana ia maseh orang-tawanan.
   b. Kerana ia maseh orang-simpanan.
   c. Kerana ia maseh orang kerajaan.
   d. * * *

4. Apa hal-nya orang itu yang tertulis dalam chatatan penanya pertama saperti yang di-lihat penanya kedua?
   a. Dia sudah luka dua kali, dan telah mengambil bahagian juga dalam beberapa pertemporan.
   b. Dia sudah luka tiga kali, dan tiada mengambil bahagian dalam pertemporan.
   c. Dia tiada luka dan tiada mengambil bahagian

dalam pertemporan.
d. * * *

5. Ada-kah dia pernah menjadi ketua seksen?
   a. 'Tak pernah menjadi ketua seksen.
   b. Pernah menjadi ketua seksen.
   c. Belum pernah menjadi ketua seksen.
   d. * * *

Lesson 25

TRANSLATION TEST

You will now hear a conversation between an English speaking officer and a Malay speaking officer, conversing through an interpretor. Before the interpretor's translation, in each case, space will be left for you to give on tape your own translation.

A: Ha, apa khabar?

* * *

B: Hello, how are you?

C: Fine, thanks, how about you?

* * *

B: Khabar baik, terima kaseh, apa khabar awak?

A: Khabar baik. Apa ada berita baharu?

* * *

B: Fine. What's new?

C: Well, I've just run into Commander Abou Khalil.

* * *

B: Hai, saya baharu sahaja pergi berjumpa Komandar Abu Khalil.

A: Komandar Abu Khalil?

* * *

B: Commander Abou Khalil?

C: Yes, you remember him. You met him aboard ship, your last trip here.

* * *

B: Ya, awak tentu ingat dia. Awak sudah berjumpa dia di-atas kapal, masa pelayaran awak yang akhir ka-sini.

A: Oh, Kaptan Abu Khalil, tentu-lah ingat.

* * *

B: Oh, of course, Captain Abou Khalil.

C: That's right, but he was promoted to commander last year, in May, I think.

* * *

B: Itu betul. Tetapi, tahun lepas, dalam bulan May agak saya, dia sudah naik pangkat jadi komander.

A: Hai, macham mana boleh jadi sama berlaku. Saya pun naik pangkat. Sama sa-masa kami di-naikkan pangkat. Apa yang di-cheritakan-nya?

* * *

B: My, what a coincidence. Me, too. We were promoted at the same time. What did he have to say?

C: He's handling patrols along the border. In fact, he seems to be bored by it.

* * *

B: Dia membawa peronda-peronda di-sapanjang sempadan itu. Yang sa-benar, nampak-nya dia

sudah bosan dengan kerja itu.

A: Ada-kah di-chakapkan-nya kapada awak fasal pada tahun yang lalu dia telah mengambil bahagian dalam serbuan yang mashhor itu?

* * *

B: Did he speak to you about that famous raid in which he participated last year?

C: Yes. Did you know it was a raid for the sake of reprisals?

* * *

B: Ya, ada. Tahu-kah awak bahawa serbuan itu ialah kerana serbuan membalas?

A: Ya, tahu.

* * *

B: Yes.

C: He told me that the raid successfully achieved its objective.

* * *

B: Dia telah mengatakan kapada saya bahawa serbuan itu telah berjaya sampai ka-tempat tujuannya.

A: Tetapi saya fikir, itu suatu perkara rahsia.

* * *

B: But I thought it was a secret affair.

C: That's right, it was secret, but not any more. The press has published most of the details anyhow.

* * *

B: Ya, betul. Dahulu rahsia, tetapi sekarang bukan rahsia lagi. Walau bagaimana pun kebanyakan butir-butir-nya telah di-keluarkan oleh surat-surat khabar.

A: Apa dia tempat tujuan-nya itu?

* * *

B: What was his objective?

C: Come along, I'll show you on the map. There were two enemy positions, one about here, and the other one there.

* * *

B: Mari sini, biar saya tunjokkan kapada awak pada peta itu. Pada masa itu ada dua tempat kedudok-an musoh, satu lebeh kurang di-sini, dan satu lagi di-situ.

A: Tempat-tempat yang di-tuju itu telah di-binasakan betul-betul, bukan-kah bagitu?

* * *

B: His goal was their complete destruction, wasn't it?

C: Yes, and his group was supposed to take care of this position.

* * *

B: Dan orang-orang kumpulan-nya di-jangka akan menjaga tempat itu.

A: Tentu-lah awak menchakapkan fasal tanah lereng tentang ini, bukan-kah bagitu?

* * *

B: You must be speaking of this slope here, aren't you?

A: Yes, that's right. You can see for yourself, the terrain is rocky and extremely hazardous and, right in your way, there are a bunch of bushes which make a lot of noise when you go through them.

* * *

B: Ya, itu betul. Awak sendiri boleh tengok tanah di-situ berbatu-batu, sangat berbahaya, dan betul-betul pada jalan awak itu ada suatu rumpun semak-belukar, dan bising sangat bunyi-nya kalau semak-belukar itu awak tempoh.

A: Berapa jauh mereka boleh pergi dengan tidak kelihatan?

* * *

B: How far were they able to go unobserved?

C: Up to the barbed wire. The enemy only realized what was happening after the barbed wire had been cut and they had already succeeded in infiltrating the trenches.

* * *

B: Sampai ka-tempat kawat berduri. Musoh itu baharu sedar akan hal yang berlaku sa-telah kawat berduri itu di-potong, pada hal mereka sudah berjaya menyusup masok ka-dalam parit-parit itu.

A: Ada-kah musoh itu bertahan dengan kuat?

* * *

B: Did the enemy defend himself well?

C: He told me the resistance was extremely violent and the enemy fought to the last man.

* * *

B: Kata-nya kapada saya perlawanan di-situ sangat hebat dan musoh telah melawan sampai kapada orang-nya yang akhir sa-kali.

A: Sa-tahu saya Abu Khalil itu, dia tentu membinasa-kan segala apa yang ada di-hadapan-nya.

* * *

B: As I know Abou Khalil, he certainly annihilated everything in view.

C: Yes, but not immediately. Right here there were about 25 of their men with two heavy machine guns. The minute Abou Khalil and his men got within 150 meters of them, the machine guns opened fire.

* * *

B: Ya, tetapi tidak-lah dengan segara. Tentang ini, ada lebeh kurang dua puloh lima orang mereka dengan dua buah meriam-jentera besar. Ketika Abu Khalil dengan orang-orang-nya sampai dalam lengkongan sa-ratus lima puloh meter daripada mereka, meriam-meriam-jentera itu pun di-tembakkan.

A: Dan lepas itu apa lagi?

* * *

B: And then?

C: Then, they began to crawl, taking cover behind the rocks. They got about 50 meters closer that way.

* * *

B: Lepas itu, mereka pun mulai merangkak, berselindong di-sebalek batu-batu. Dengan chara bagitu mereka dapat rapat lagi kira-kira sajarak lima puloh meter.

A: Mereka maseh belum juga menembak.

* * *

B: Still without firing.

C: Yes, still without firing and constantly under fire from the machine guns. When Abou Khalil thought they were close enough, he gave the order to fire at will.

* * *

B: Ya, maseh belum menembak, tetapi sentiasa-lah mereka di-hujani oleh tembakan meriam-meriam jentera itu. Apabila Abu Khalil memikirkan bahawa pasokan-nya telah dekat betul kapada musoh, dia pun memberi perentah kapada orang-orang-nya boleh menembak ikut suka masing-masing.

A: Dan apa jadi-nya?

* * *

B: And what happened?

C: According to what he said, the enemy hadn't expected such a bold maneuver and began to panic. They scattered and made it easier for him to clean them out.

* * *

B: Mengikut kata-nya musoh tidak menyangka akan berlaku serangan yang bagitu berani dan musoh kachau-bilau. Mereka telah bertempiaran dan bertambah mudah-lah Abu Khalil menyapu habis mereka semua.

A: Ada-kah segala perlawanan musoh itu tamat di-situ sahaja?

* * *

B: Did all of the resistance stop there?

C: No, hardly. Some mortars located in the area opened fire. Then Abou Khalil contacted his light artillery in the rear and requested support.

* * *

B: Tidak, payah juga. Musoh telah menembak pula dengan beberapa buah meriam-katak yang ada di-tempatkan dalam kawasan itu. Kemudian Abu Khalil telah berhubong dengan pasokan meriam kechil-nya yang ada di-sa-belah belakang dan meminta bantuan.

A: Dan ka-mana pasokan meriam itu hendak mengarah-kan tembakan-nya dalam kawasan itu?

* * *

B: And how was the artillery able to direct its fire in that area?

C: By aiming at the fire from the mortars. He told me that the mortars were very quickly silenced.

* * *

B: Di-arahkan kapada tempat datang-nya tembakan

meriam-meriam katak itu. Kata Abu Khalil kapada saya, pada masa itu dengan serta-merta meriam-meriam katak itu pun berhenti menembak.

A: Ada-kah di-dapati-nya apa-apa yang menarek perhatian?

* * *

B: Did he find anything interesting?

C: Yes, there was an anti-tank gun, some machine guns, some automatic rifles, and a whole pile of things like that.

* * *

B: Ya, ada. Di-dapati-nya sa-buah meriam penembak kereta-kebal, beberapa buah meriam-jentera, beberapa puchok senapang otomatik, dan suatu timbunan benda-benda yang saperti itu.

A: Bukan, bukan, saya bertanyakan fasal surat-surat mustahak. Ada-kah mereka jumpai sa-barang surat-surat mustahak yang menarek perhatian?

* * *

B: No, no, I was talking about documents. Did they find any interesting documents?

C: Oh, yes, they found some very interesting papers. Military plans, documents from headquarters, etc.

* * *

B: Oh, ya, ada. Mereka jumpai beberapa keping surat yang sangat menarek perhatian. Surat berkenaan dengan ranchangan-ranchangan tentera, surat-surat mustahak daripada markas tentera, dan lain-lain lagi.

A: Ramai-kah orang-nya yang mati?

* * *

B: Did he lose many men?

C: No, four dead and twelve wounded, but they got them all back to their own lines. As a matter of fact, there was nobody left to stop them.

* * *

B: Tidak. Empat orang mati dan dua-belas orang luka. Tetapi semua-nya itu telah dapat di-bawa balek ka-dalam barisan mereka. Sa-benar-nya 'tak ada siapa yang ada tinggal di-situ dapat menahan mereka.

A: Ada-kah maksud chakap awak itu bahawa musoh itu tiada menerima pasokan bantuan?

* * *

B: Do you mean to say that the enemy did not send reinforcements?

C: Don't forget that they were taken by surprise. What could they do in just three hours?

* * *

B: Awak jangan lupa bahawa mereka telah di-serang dengan mengejut. Apa yang mereka boleh buat kalau hanya sa-lama tiga jam?

A: Itu betul. Apa yang kita boleh buat dalam kejadian saperti itu? Kita pun barangkali menderita nasib macham itu juga.

* * *

B: That's right. What could we have done in such a

case? We would have probably suffered the same fate.

C: I agree, but anyway, they should have expected some sort of reprisals.

* * *

B: Saya setuju. Tetapi walau bagaimana pun, mereka patut-lah ada menyangka akan berlaku satu-satu serangan balas.

A: Ada-kah pula apa-apa champor-tangan daripada pasokan udara?

* * *

B: Was there any intervention from the air?

C: No, they were afraid that this affair might develop into an international situation.

* * *

B: 'Tak ada. Mereka khuatir barangkali perkara ini boleh jadi bertambah besar hingga masok jadi perkara antara-bangsa.

A: Kalau bagitu bagus-lah. Saya nampak sahabat saya Abu Khalil itu bukan-lah diam sia-sia sahaja. Tentu-lah itu sebab-nya maka dia tidak suka tempat ber-kawal-nya di-sempadan itu di-elokkan sangat. Dia ia-lah sa-orang yang bersifat buat kerja bukan chakap sahaja.

* * *

B: Well, that's fine. I see that my friend Abou

Khalil did not remain completely idle. It must be for that reason that he doesn't like his frontier post too well. He is a man of action.

TEST ANSWERS

Lesson		Lesson		Lesson		Lesson		Lesson	
1	1. b	6	1. c	11	1. a	16	1. c	21	1. a
	2. c		2. b		2. a		2. b		2. a
	3. a		3. b		3. c		3. c		3. c
	4. c		4. c		4. c		4. c		4. a
	5. a		5. b		5. c		5. c		5. b
2	1. b	7	1. b	12	1. c	17	1. a	22	1. a
	2. c		2. c		2. b		2. c		2. c
	3. c		3. c		3. a		3. c		3. a
	4. b		4. a		4. b		4. a		4. c
	5. c		5. b		5. c		5. c		5. c
3	1. b	8	1. a	13	1. b	18	1. c	23	1. c
	2. c		2. b		2. c		2. c		2. a
	3. a		3. a		3. a		3. a		3. c
	4. c		4. a		4. c		4. b		4. a
	5. b		5. c		5. b		5. a		5. c
4	1. b	9	1. c	14	1. a	19	1. a	24	1. c
	2. c		2. c		2. c		2. b		2. a
	3. b		3. a		3. a		3. c		3. b
	4. c		4. b		4. c		4. c		4. b
	5. b		5. c		5. c		5. b		5. a
5	1. c	10	1. c	15	1. b	20	1. a		
	2. b		2. a		2. c		2. c		
	3. b		3. b		3. a		3. b		
	4. a		4. b		4. a		4. a		
	5. c		5. b		5. b		5. a		

End of Book IV

Intermediate-Advanced Level Malay Refresher Course